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ABSTRACT

This manual has been developed for those staff members at further education unit (FEU) colleges and polytechnics in the United Kingdom that are responsible for Professional, Industrial, and Commercial Updating (PICKUP) staff development activities. It is divided into four sections. The first section provides background on the PICKUP project, and the second discusses issues, findings, and recommendations concerning staff development activities for persons teaching in the United Kingdom's FEU system. Section 3 outlines 10 steps to a successful workshop. Topics covered include the goals of a workshop, workshop planning and preparation, final arrangements, lead time, ice-breaking activities, things to do, things that can go wrong, ways of ending a workshop, and follow-up activities. The fourth section consists of 16 workshop activities (each of which includes a commentary, instructional text, and a procedure for delivering the instructional text). The following are among the topics covered: the purpose of staff development, ways of establishing an institutional framework for PICKUP, motivation and reward, use of a group's resources, ways of learning, techniques for use with adult learners, selection of appropriate teaching methods, self-evaluation, evaluation and monitoring techniques, and course design and adaptation. Appendixes include a staff development grid and resource list. (MN)

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Staff Development FOR PICKUP

Workshop Materials MANUAL

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PICKUP

PICKUP (Professional, Industrial and Commercial Updating) is an initiative by the Department of Education and Science to stimulate the updating role of education and the part colleges, polytechnics and universities can play in meeting the needs of business for post-experience education and training. Regional Development Agents act as focal points for PICKUP in their localities. They link central and local initiatives for adult education and training, co-ordinating and advising on the various elements of the PICKUP programme.

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Staff Development FOR PICKUP

Workshop Materials MANUAL

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FOREWORD

This manual was developed by a SCED* team as part of an FEU/ PICKUP project. It identifies staff development needs for delivering PICKUP programmes, evaluates various styles of staff development provision and produces staff development support material related to PICKUP.

Section One describes the research project and methodology and Section Two summarises the issues findings and recommendations.

Section Three gives guidance on how to run successful workshops, with advice on planning, preparation,'ice breaking', problem solving, ending the workshop and follow-up activities.

Section Four comprises support material for workshops. Outlines, papers, checklists and other resources are included in this, the major section of the manual. These materials are backed up by a resources list and bibliography and a staff development grid which offers a framework for considering the different kinds of staff development within an institution.

This manual usefully complements the *FEU/PICKUP Staff Development Programme* (Longman for FEU, 1986) – the materials it contains are to be used in workshops with staff whereas the Staff Development Programme is distance learning style material covering a largely different range of PICKUP topics such as marketing, client liaison, etc.

It is hoped that this manual will be of use to all those involved in providing staff development for PICKUP-type activities.

*SCED (formerly SCEDSIP) is the Standing Committee on Educational Development.

ACKNOWLEDGEMENTS

No project of this kind can be completed without the assistance of many people. We would like to acknowledge the guidance and help of Philip Barnard and Elizabeth Weightman (Further Education Unit Development Officers), colleagues in SCED (formerly SCEDSIP), and members of staff at Cambridgeshire College of Arts and Technology (CCAT), Kingston Polytechnic and City of London Polytechnic.

During the course of the project, many teaching staff engaged in PICKUP work provided valuable contributions in workshops or interviews. The research team benefited from the experience and advice of the PICKUP Regional Development Agents and many staff in outside training organisations.

In many cases it has been possible to incorporate this wisdom and counsel in the final report, particularly in the workshop materials. The workshop outlines combine the ideas of the research team with the experience of fellow workers in the field of staff development. In many instances the origins of a particular idea in development of teaching and learning are not known, but we would like to acknowledge the work of the following individuals and organisations: Dr George Brown; Graham Gibbs, Sue and Trevor Habeshaw and colleagues in SCED; Dr David Mack; Further Education Staff College (FESC); The Industrial Society; the Institute of Training and Development. A bibliography is provided for those who would like to follow up many of the ideas in this report.

Finally, we would like to acknowledge the secretarial and reprographic assistance provided by Sally Jackson, Tricia Phillips, Isabelle Barber and Sancha Rudicy-Dryan at CCAT and Kingston Polytechnic in producing the final report. Needless to say, omissions, inaccuracies or errors are the authors' fault alone.

John Shepherd
Sally Richardson

S·E·C·T·I·O·N O·N·E

INTRODUCTION

Background

This document results from a project on 'Staff development for PICKUP and associated work' undertaken by SCED, formerly SCEDSIP*, a national network of staff involved in educational development and staff development in colleges and polytechnics, and sponsored by the Further Education Unit as part of its programme of projects in support of the PICKUP initiative.

PICKUP

PICKUP is the Professional, Industrial and Commercial Updating initiative launched by the Department of Education and Science in 1982 to assist colleges, polytechnics and universities to identify urgent updating needs in mid-career training and retraining in their regions, and to plan ways of meeting them.

Some institutions of further and higher education have been actively involved in this work for many years; for many, however, responding to PICKUP means introducing new short course programmes or adapting conventional courses for new client groups of mature adult learners.

Part of the PICKUP scheme has been the promotion of new course materials and new ways of teaching appropriate to PICKUP (or, as sometimes described, post-experience vocational education).

* In June 1986 SCEDSIP became SCED to recognise formally that the organisation included colleges of higher education as well as polytechnics.

ACSET advice

A paper from the Advisory Committee on the Supply and Education of Teachers (ACSET), *Staff Development for Post-Experience Vocational Education*, published in January 1983, considered the most effective and practical forms of staff development for PICKUP. The ACSET advice encouraged institutions to assess the training needs of their staff in terms of rapid curriculum change and to provide guidance, support and skills training for staff as an integral part of staff development for further education.

The major recommendations were that:

- institutions should take prime responsibility for staff training for PICKUP;
- such training should be given high priority and form an integral part of an institution's academic planning;
- where necessary, institutions should develop particular areas of training expertise.

The ACSET paper stressed that in order to carry out this role, the institutions should, above all, '... consider systematically the skills needed to teach the curriculum, the extent to which they can provide skills through their own training facilities, and the level, local or regional, at which these might best be provided'.

A central feature of the ACSET advice concerned the knowledge and skills necessary for lecturers on post-experience courses. ACSET looked at the kind of people likely to teach on updating courses and emphasised the following five key aspects of staff development and training:

(i) marketing and market research;
(ii) curriculum development;
(iii) technical knowledge;
(iv) teaching skills;
(v) evaluation skills.

SCED/SCEDSIP

SCED (The Standing Conference on Educational Development) is a national network and resource base which aims to develop the effectiveness of educational development units in polytechnics and colleges of higher education. SCED was established in 1974 as SCEDSIP (Standing Conference on Educational Development Services in Polytechnics) with the support of the Committee of Directors of Polytechnics, and works in close collaboration with central agencies such as DES, HMI, CNAA, the Council for Educational Technology (CET), FEU and the Further Education Staff College (FESC), Coombe Lodge, in the pursuance of national policies affecting the development and improvement of teaching and learning methods in advanced further education.

From its inception, SCED/SCEDSIP has had considerable involvement in the concerns embodied in PICKUP. Following publication of the DES Consultative Document *Continuing Education: Post-Experience Vocational Provision for Those in Employment* (1980), SCEDSIP organised two conferences (in conjunction with DES, FEU and other organisations): 'Mid-Career Training and Retraining' (at Leicester Polytechnic, 1981) and 'Implementing PICKUP' (Wolverhampton Polytechnic, 1982).

Both conferences were concerned with the contribution polytechnics and colleges of higher education could make to the substantial and growing need for updating in commerce, industry and the professions. Since then, as the PICKUP programme has grown, SCED/SCEDSIP has run an increasing number of workshops and short courses related to PICKUP.

SCED is particularly concerned with staff development needs arising out of curriculum development aspects of post-experience education and training.

The project

The FEU-sponsored project undertaken by SCEDSIP was based at Cambridgeshire College of Arts and Technology (CCAT)* in collaboration with Kingston Polytechnic. The research team investigated staff development needs and provision for post-experience vocational education and, in particular, concentrated on ways of providing teaching and learning appropriate to professional industrial and commercial updating (PICKUP) courses in further and higher education.

The main aims of the project were:

- to investigate staff development needs for staff working on PICKUP courses in polytechnics and colleges;
- in particular, to consider the recommendations of ACSET on the development of teaching and learning methods in post-experience provision;
- to consider the staff development provision required to support PICKUP and related work in further and higher education;
- to prepare a staff development manual for PICKUP teaching staff containing workshop materials based on the experience and findings drawn from a range of institutions involved in, and promoting, PICKUP activity.

The conduct of the research

The first stage of the research was a conventional literature search supplemented by an on-line computer search for publications in the UK and USA relating to staff development and the education, training and retraining of adults. This provided a large number of monographs and journal articles. A select bibliography is given at the end of this manual.

* The project started at the City of London Polytechnic but was transferred to CCAT when the Project Director took up a new post there.

The second stage was to design and present a series of workshops at polytechnics and colleges of higher education is different parts of the county. The participants were PICKUP lecturers and those intending to teach on PICKUP and related courses. They were invited to attend by members of the SCEDSIP network. The research team was also invited to make contributions to seminars and conferences (including those arranged by PICKUP Regional Development Agents). During the project there were 10 regional workshops, involving more than 200 PICKUP lecturers from colleges and polytechnics.

These workshops served a dual purpose: to collect information and views from those attending and to present ideas on staff development for PICKUP. A number of the workshops were attended by PICKUP Regional Development Agents, who were able to add a valuable DES dimension to the proceedings.

During the two years of the project, the research team also participated in a further 17 major conferences. These occasions provided useful contacts with other researchers in the field and were another valuable way of gathering information.

A series of lengthy interviews was conducted with individuals with long experience in training, directors of private companies marketing training courses and PICKUP Regional Development Agents. In many cases these people had worked in all three sectors of education and training and held very strong views on the differences to be found between them.

Towards the end of the project, the research team arranged a one-day conference-workshop at Kingston Polytechnic on 'Designing Courses for the New Adult Market'. The event, which was oversubscribed, was attended by PICKUP and FEU officers and more than 30 members of staff from universities, polytechnics and colleges.

The final stage of the project was the planning and production of this manual.

Who is this manual for?

This manual has been written for members of staff in polytechnics and colleges who have direct responsibilities for PICKUP activities in their institutions. Included in this group are:

- **Senior members of directorates,** such as vice-principals and assistant directors, whose management responsibilities include a staff development role and whose institutions need to adapt to the new adult training market.
- **Heads of department and course tutors** with specific responsibilities for encouraging staff to undertake new areas of activity in post-experience vocational education with new client groups.
- **Staff development lecturers** concerned with teaching and learning styles appropriate to PICKUP and associated work.
- **Professional tutors** to teaching staff responsible for organising staff development programmes and activities.
- **Individual members of the academic staff** in departments and faculties who have been given a specific PICKUP role by their institution.
- **PICKUP personnel,** such as PICKUP Regional Development Agents, involved in promoting staff development activities requiring awareness of the needs of industry, commerce and the professions.
- **Industrial liaison officers** and staff in industrial liaison units in polytechnics and colleges who, as part of their role in fostering links with local industrial and business communities, undertake some staff development work in their institutions.

How to use the manual

The manual is divided into four sections:

- Introduction, background and research methodology
- The issues, findings and recommendations
- 'Ten steps to a successful workshop'
- Workshop outlines (with workshop papers)

Individuals or groups of lecturers in polytechnics and colleges can use these staff development materials when arranging 'in-house' programmes in their own institutions.

The whole manual may be used (in any order), or the various sections can be used separately for different staff development purposes.

The guide, 'Ten Steps to a Successful Workshop,' and the individual workshop outlines are based on practical experience of running workshops over a number of years in different polytechnics and colleges. The techniques have worked for the research team or for colleagues working in different settings with mature adult learners.

The workshop approach models the various aspects of the learning process:

- what is new is integrated with what is known;
- the experiences of others reinforce or modify what is learnt;
- new information is applied and practised immediately;
- as many of the senses as possible are involved in the learning process;
- recall is strengthened by the total experience;
- the tutor learns along with the rest of the group, benefiting from the experience of others;
- ideas are tested, refined and updated when exposed to critical discussion;
- interpersonal and communication skills are rehearsed.

There are practical benefits from the workshop approach:

- it is inexpensive;
- it is easy to run;
- the tutor does not have to be an expert – the materials and the techniques do the work. All they require is sympathetic handling;
- it offers the possibility of immediate application;
- having worked alongside their colleagues, staff are more likely to incorporate new practices into their teaching;
- when they do so, they are more likely to find support from their fellows.

Lectures are not an appropriate way of changing attitudes or behaviour. Lectures arouse interest and enthusiasm and impart information. But most updating and retraining is skills based, not interest based and, therefore, traditional lectures are not normally appropriate for PICKUP courses and staff development activities.

S·E·C·T·I·O·N T·W·O

ISSUES, FINDINGS AND RECOMMENDATIONS

Advisory Committee on the Supply and Education of Teachers

Advice to Sir Keith looks at skills for PICKUP teachers

The skills and training needed by teachers of post-experience courses are the subject of recently published advice to Education Secretary Sir Keith Joseph by the Advisory Committee for the Supply and Education of Teachers (ACSET).

The paper starts by looking at the type of person likely to be seeking to update his or her work skills. Potential students are widely varied in age and ability; some will be highly motivated and critical of courses apparently lacking in vocational relevance. They will expect course content tailored to their specific requirements and teaching methods appropriate to their particular needs.

Many students will have been away from education for a long time and may have fixed and out-of-date ideas about both its methods and its value. On the other hand, they may often bring to a subject practical and professional experience and expertise which exceeds that of the teacher.

The ACSET paper points out that teachers will need to be able to identify the motives and needs of students and to assess the relevance of their experience; to update their own technical knowledge; to accept and respond to criticism; to be flexible and inventive in designing appropriate courses; and to be ready to evaluate them. It discusses the skills required in five broad areas.

Market research

- If short courses are to provide the sort of training that employers require it is important that they should be set up as a result of an active research policy. Teachers will need to adopt an enterprising stance in 'selling their product'.

Curriculum development

- Post-experience provision is often developed in response to a specific set of circumstances and requires both speed and sensitivity to clients' needs. Existing knowledge must be used to avoid duplication and collaboration with the client will often be the most effective way forward.

Technical knowledge

- Staff must have opportunities to increase their own knowledge of specialist areas.

Teaching skills

- Further training in specific skills, including counselling, will improve a teacher's capacity to provide PICKUP effectively.

Evaluation skills

- Assessing the effect of a course, and whether or not it has met its educational objectives is another important area in which knowledge is available, and in which provider and client can co-operate.

The Advisory Committee recommends that the most effective and practical approach to meeting staff development needs for PICKUP is to consider the training needs of staff on the basis of their curriculum, and to use existing structures flexibly in focusing on individual teachers' needs, in the light of their experience and their immediate tasks. Also, the resource cost of staff development should not be overlooked in costing courses.

PICKUP should be seen as an integral part of the broader range of further education, and staff development strategies should reflect that, concludes the Committee's advice.

(Adapted from *PICKUP in Progress* No. 3, 1988)

The project considered the ACSET recommendations on ways of providing the skills and training needed by teachers on post-experience courses.

What PICKUP staff said about the ACSET advice

The summary of the ACSET paper (used in the staff development workshops) is reproduced here. The full text was usually also included in the sets of workshop papers issued to those attending the sessions.

The following is a summary of the observations and comments most frequently made on key issues for staff development identified by ACSET.

- **Market research** This was identified as consisting of two elements – market research and marketing. Courses on both these areas were mounted by PICKUP Regional Development Agents and were very well attended – obviously meeting a real need.
- **Curriculum development** The content of a PICKUP course was often determined in close consultation with the client company, but the method of teaching was still at the discretion of the lecturer. Most help was needed in the choice of methods to ensure transfer of learning.
- **Technical knowledge** Subject development has long been a major emphasis of college staff development policies and funds. The 'poolable' in-service secondment to industry and commerce did a great deal to enable staff to update themselves. However, in the workshops during the project, many participants indicated that they were unaware of this form of staff development. It seemed that the take-up of these opportunities is uneven.

The new DES GRIST scheme (introduced in April 1987) is designed to encourage industrial secondments and placements for FHE staff.

- **Teaching skills** The chief problem was relating to a new category of clients and devising ways of running courses that fitted their needs. Very little staff development time and money has ever been directed to teaching and learning. A greater range of strategies and techniques was needed, particularly because of the intensive nature of the attendance – most felt it difficult to adapt to the new patterns of post-experience courses. In some cases, the greater knowledge and experience of the world of work which many mature adult clients have was seen as a threat to teaching staff; ways of using that knowledge and experience as a resource on PICKUP courses needed to be more fully explored.
- **Evaluation skills** The information gained from even the simplest of evaluation tools was found to have a powerful effect on PICKUP lecturers. Most staff have more experience of assessment than of evaluation, but even here flexibility, variety of styles and immediate feedback were felt to be areas needing attention.

In addition, in the workshops, staff suggested that the ACSET paper had not considered fully the administrative skills required to organise PICKUP courses and the question of motivation and reward which were highlighted as important factors in encouraging successful PICKUP activities.

For the purposes of this analysis, issues arising from the project are considered under the following five broad (and inevitably overlapping) headings:

- Abilities needed for PICKUP
- Course design
- Characteristics of post-experience client groups and appropriate teaching strategies
- Monitoring and evaluation
- Staff development in institutions

Abilities needed for PICKUP

A range of personal qualities in teaching staff was frequently mentioned. This included: enthusiasm; rapport with older students/clients; open-mindedness; maturity; an entrepreneurial spirit; drive and ambition. In addition, to undertake successful PICKUP activities, lecturers needed to update their industrial (or commercial/professional) experience constantly and to have a good understanding of the vocational environment. A willingness to work to new course patterns and employ teaching and learning strategies appropriate to these new mature and experienced adult client groups was also essential.

Successful PICKUP work requires the participation of the institution's best teaching staff

Motivation and reward

Motivation and reward were factors consistently identified by lecturers on PICKUP and related courses who often felt that they were working twice as hard as normally required for conventional mainstream courses, but without any sign of appreciation or recognition from their institutions. This underlined the need for senior management to design a realistic financial incentive and to give a higher priority to PICKUP work.

Senior management in polytechnics and colleges must place, and be seen to place, a high value on PICKUP work in relation to pay, criteria for promotion, allocation of resources and staff development.

Overcoming administrative obstacles

Though this was not part of the scope of the project, requests were often made in the workshops for guidance and help with the heavy burden of administration attached to PICKUP courses. By their nature, short courses repeated throughout the year require even more administrative support than traditional courses enrolling annually, because publicity and admission procedures have to be repeated for each course.

The difficulties most frequently mentioned included: negotiating financial procedures with the LEA and with the institution; the administration of publicity, telephone enquiries, course recruitment, accommodation, course accounts and housekeeping; and the need for general clerical and secretarial support.

The promotion of successful PICKUP activity is heavily dependent on institutions taking seriously these administrative difficulties and findings ways to overcome them.

Course design

Academic staff are used to considering both the needs of their students and the requirements of professional organisations and institutes and are able to reconcile these two sets of demands. However, in PICKUP work, the employer who commissions a short course or programme is more directly the client than the employees he or she nominates to attend. PICKUP lecturers found this situation unusual and it was often difficult to reconcile these particular sets of needs.

When planning PICKUP programmes, organisers have to concentrate as much on course design, teaching methods and staff development, as on market research and marketing.

Characteristics of post-experience client groups and appropriate teaching strategies

Participants on a PICKUP course differ from normal further education students in terms of work experience, educational experience, individual and group diversity, levels of motivation and leadership qualities.

On work experience, key points identified were the need for PICKUP lecturers to be aware of their client groups' work experience and to use it as part of the course. Discovering and using the knowledge of the group is a fundamental skill in teaching mature and experienced adults.

On educational experience, some adult learners may retain old-fashioned and traditional perceptions of teaching and learning based on information giving and receiving, whilst others might anticipate a more informal, open and participatory style, using seminar and small group techniques.

PICKUP lecturers should master a range of styles of teaching and learning which can be adapted to the needs of adult clients on their courses.

PICKUP staff may expect a wide range within their client group in terms of age, social background, work experience, earning capacity, educational attainment and, also, levels of motivation. In some cases, motivation may not be as high as normally expected with mature adult learners, especially if clients have been conscripted to courses by employers.

Some PICKUP courses may be attended by a high proportion of experienced leaders. PICKUP lecturers should design teaching and learning strategies to recognise this with, for example, a careful rotation of leadership in small group settings.

Approaches to teaching and learning which utilise participatory small group methods and use the previous work experience of mature adult clients are particularly effective for PICKUP courses.

Monitoring and evaluation

Monitoring (sometimes called formative evaluation) takes place during a course. Any recommendation made during the monitoring process must be considered and acted upon straight away – otherwise the exercise is pointless.

Assessment measures the learners' performance in achieving the aims of the course. On a short course, assessment will need to be frequent and the results of it available promptly. It greatly helps assessment if learners decide themselves how they will measure what they have achieved and take part in that measurement. Seeing how others have worked is in itself educative.

Evaluation considers the overall success of the course, usually at its conclusion (summative evaluation). The findings can be used to:

- increase awareness and understanding of aspects of the course;
- describe and sell the course to future customers;
- indicate where resources are needed, and where they could be most effectively deployed.

An essential element in a short course is feedback which shows how the course is succeeding in achieving its aims. Successful PICKUP activity depends on course organisers and teachers making effective use of feedback during and at the conclusion of courses.

Staff development in institutions

Key issues in staff development are:

- personal commitment and support of senior management from principal down to heads of department;
- formulating a staff development policy statement for PICKUP, including staff development for teaching and related skills;
- assessing institutional needs and deciding how far these can be met 'in-house' or by external agencies;
- giving particular attention to factors such as staff motivation and reward, and solving administrative difficulties associated with PICKUP work.

To achieve a favourable climate for staff development activity (of any kind), it is extremely important that senior management and senior staff are enthusiastic in their support and commitment. At the same time, staff development rests on a broad spectrum of responsibilities within an institution. All members of staff have a right and an obligation towards their own individual updating and the continuing development of their faculty and institution.

Two ways of initiating staff developments are often described as 'from the bottom up' (where individuals decide) or 'from the top down' (where senior staff decide). In either case, it is useful to find some common ground on what staff development means to different individuals and groups of staff.

Successful and effective staff development for PICKUP will flourish where there is a positive climate within institutions and when ways of approaching staff development have been well thought out. Above all, staff development depends crucially on the enthusiastic, explicit and unequivocal support of senior staff, including the senior management, of institutions.

[1] *What is a workshop?*
[2] *Ten weeks to go: workshop planning*
[3] *Four weeks to go: workshop preparation*
[4] *Two weeks to go: final workshop arrangements*
[5] *One hour to go: leadtime*
[6] *Breaking the ice*
[7] *Things to do in your workshop*
[8] *What can go wrong in workshops*
[9] *How to end a workshop*
[10] *Follow-up activities*

S·E·C·T·I·O·N T·H·R·E·E

TEN STEPS TO A SUCCESSFUL WORKSHOP

[1] What is a workshop?

A workshop is a participatory group exercise in which those attending use their experience to work with ideas and materials under the guidance and support of the tutor/presenter. The workshop format is, therefore, a highly effective and practical way to provide opportunities for teaching staff to meet colleagues from other departments and disciplines, to share experiences and ideas and to undertake common problem-solving activities.

At the same time as the workshop tutor/presenter explores the experience(s) of the participants, he or she is able to put forward new material and specific analyses of issues under discussion. In this way, the use of workshops as a form of staff development encourages a great deal of valuable interaction and participation amongst those present, who may not meet each other in their normal day-to-day activities. The workshop format is a popular method for raising the awareness of staff, developing interpersonal skills and meeting specific training needs.

If you have not organised a workshop before, it would be a valuable experience to attend a session(s) run by a staff development specialist with whom you will also be able to discuss your ideas.

[2] Ten weeks to go: workshop planning

The workshop should be well advertised in advance. Which day and time would be most appropriate for the staff who will attend – a particular morning when teaching commitments are fewer; a lunchtime session or possibly in the late afternoon?

Print and distribute a leaflet describing briefly the reasons for the workshop, time, date and venue and include a tear-off registration form to be returned to you or to another member of staff or your secretary. If there is any information you require about the background of the participants, request it on the registration form.

HOW TO MAXIMISE RECRUITMENT

- Choose relevant subject.
- Give attention to publicity.
- Add a closing date and time for registration forms and indicate 'limited number of places, first come first served' on your leaflet.
- Confirm in writing on receipt of each application that a place has been reserved.

ACCOMMODATION

Use a room suitable for the number of participants (usually 12-25). Choose a pleasant seminar room with comfortable seating, not a tiered lecture theatre. It should have tables which can be easily moved for group discussion or for the display of printed material.

Book the media facilities (and if possible the services of a technician). You will require, for example:

video, OHP, whiteboard (if not permanently fixed in the room) and flipchart.

Arrange for the room and equipment to be set out well beforehand.

[3] Four weeks to go: workshop preparation

WORKSHOP PREPARATION CONSISTS OF:

- preparatory study and research
- discussion with likely participants
- writing and printing of workshop papers, with priority given to any papers you want circulated in advance
- production of support materials (such as OHP transparencies, video)

[In some cases, you may need to prepare *earlier than four weeks*, for example to meet printing deadlines and to borrow audio-visual material.]

CHECKLIST: CONTENTS OF WORKSHOP PAPERS
These should be put looseleaf in a plastic or card wallet.

[1] Cover Page: Giving place, time, date and title of workshop.
[2] The names of the workshop leaders, their departments, colleges and contact numbers. Brief notes on the background of workshop leaders if appropriate.
[3] Welcome to the course and its aims (background notes about the course and why it is being held, if appropriate).
[4] Programme for the day with titles of each activity and the approximate times of breaks for coffee, lunch and tea.
[5] If visitors are expected, a map of the part of the college where the workshop is being held. Include a map of the area and details of public transport.
[6] Papers for each workshop, except those to be issued during an activity. These can include:
- Discussion questions with space for answers
- Background papers
- Maps, charts, diagrams, statistics that will be shown on the OHP (to save participants photocopying)

[7] Reading list with comments on each item.
[8] Substantial background papers relating to the course as a whole and not just to a particular item.

A handsome and substantial set of workshop papers adds greatly to the feeling that a workshop is value for money.

[4] Two weeks to go: final workshop arrangements

By this stage, you should be overwhelmed by the response of your colleagues who will have returned their registration forms ahead of time and made general enquiries about the workshop!

List of participants – Compile a list giving name, department, etc., which you can either circulate to the intending participants with a reminder of the venue date and time, or have ready to issue on the day.

Look through the list yourself and use the information given to adapt the workshop programme to suit the likely needs.

Circulate papers which need to be read in advance.

Check

- accommodation: bookings, and possible furniture arrangement
- media equipment booking
- printing of workshop papers
- refreshment arrangements
- signs directing visitors to the room, if necessary.

If you are using a **visiting tutor**, you should check any specific requirements he or she may have.

Your participants – It is important to find out as much as possible beforehand about your participants, their previous knowledge and experience, so that you can be prepared in advance.

[5] One hour to go: leadtime

On the day it is important that you allow yourself **ample leadtime** to organise your workshop, especially if you have booked or hired accommodation you do not normally use. You may need as much as **one hour** to set up the room. If you have advertised a 10.00 am start (reception/coffee 9.45 am), a participant will usually arrive around 9.10 am and will probably want to talk to you! [If this happens, you could involve him or her in helping to set up the room, lay out papers, etc.]

During this leadtime, you (and any colleague assisting) should check that:

- the signs directing the participants to the workshop room are in place
- caretaking and reception staff know about your workshop
- the furniture in the room is arranged to promote small group activity (avoid formal rows of chairs)
- your equipment (OHP, video, etc.) is in working order
- your materials (pens, poster paper, OHP transparencies, etc.) are ready and in the correct order for effective presentation
- whiteboard surface is clean but displays the title and date of the workshop, your name and 'WELCOME TO THE WORKSHOP' message
- workshop papers have been put out before participants arrive (except for those papers you wish to distribute during the workshop)
- badges for participants are ready and a list of workshop participants is available
- coffee is being prepared for the scheduled time

Reception – If it is a large workshop and includes visitors to the college, try to arrange for someone to assist you with arrangements for reception/coffee – giving out badges, any preliminary information, etc. **But it is most important that you are on hand** to welcome your participants and, if possible, to spend a few moments with each one before starting the workshop.

[6] Breaking the ice

To start the workshop, you should:

- formally welcome your participants (especially outside visitors)
- if appropriate, briefly explain the background to the workshop
- outline the main aims
- explain briefly that it is a workshop (not a lecture ...)
- welcome late-comers ('do come in, we've only just started on ...')

As in presenting conference papers and chairing a meeting, it can be helpful if you can begin with something **humorous**.

For an opening activity begin with an 'ice-breaker' which helps the participants relax, encourages them to make an initial contribution and helps them to form as a group.

Some useful ice-breaking activities are:

- HATS IN THE RING
- INTERVIEW AND INTRODUCE
- LEARNING NAMES
- WHAT'S ON TOP?

HATS IN THE RING Participants, in turn, briefly introduce themselves, explain why they have come to the workshop and describe what they hope to gain from the session.

INTERVIEW AND INTRODUCE The tutor asks the participants to form pairs (with someone they do not know very well) and to interview each other for two minutes. Then each participant in turn introduces his or her partner for one minute to the group as a whole.

LEARNING NAMES Participants form a circle. The person next to the tutor says his or her name. This neighbour repeats the name and adds his or her own. This continues round the circle with an ever-lengthening list of names to be remembered, the frequent repetition ensuring that the whole group learns each other's names.
This activity can follow INTERVIEW AND INTRODUCE.

WHAT'S ON TOP? Participants, in turn, briefly introduce themselves and explain what feelings and concerns are uppermost in their minds at the start of the workshop. The expression of anxiety or reluctance can release tension and assist the proceedings. However, this may be difficult to handle for someone not trained in experiential techniques.
(This activity can be used, or repeated, at the end of the workshop).

[7] Things to do in your workshop

Your workshop should consist of a number of presentations, discussions and analyses which will allow you to fulfil your workshop aims and, in particular:

- to utilise the experiences of the participants (they are your most important resource);
- to provide opportunities for you to make a number of inputs.

It is important that your participants should leave the workshop having participated fully but also having received ideas and guidance from the tutor(s) organising the event.

A likely order and duration of the different parts of a workshop is:

INTRODUCTION by tutor	2-3 minutes
ICE-BREAKER – all participants	5-10 minutes
ACTIVITY – using participants' experience	10-20 minutes
INPUT – from tutor	10-20 minutes
ACTIVITY – participants to undertake task based on tutor's input	20 minutes
ACTIVITY – assessment of input and appropriateness to the task	15 minutes
[In longer workshops, this cycle can be repeated with new activities and inputs]	
CONCLUDING ACTIVITY	5 minutes
EVALUATION	5 minutes

The timings are given as examples, though about 20 minutes is the normal length of an activity or input. The tutor will judge where an activity may usefully be allowed to develop into a longer discussion, or where during the workshop the schedule may need varying in some way.

Your role in the workshop will be as the tutor/presenter. In brief, you should:

- Relax, act naturally.
- Create the right climate: make the workshop safe and secure for the participants to contribute confidently.
- Be flexible: be prepared to depart from the programme you have planned.
- Input ideas and material.
- Enjoy! Enjoy!

'Activity, activity' is the basis of successful workshops in which there is the maximum participation and opportunity for those present to contribute. To achieve this the tutor can use some of the following workshop techniques:

- BUZZ GROUPS
- SYNDICATES
- POSTER SESSIONS
- 1-2-4 PLENARY
- LECTURETTES
- VIDEO
- DEMONSTRATION
- FISHBOWL
- HANDOUTS

BUZZ GROUPS Participants form into groups of two or three to discuss a particular issue for three minutes.

SYNDICATES Participants form groups to discuss a particular issue or undertake a problem-solving activity. One rapporteur from each group reports back to the workshop as a whole.

POSTER SESSION This can be used to display the findings of groups – with the main ideas outlined on flip-chart paper. Often, a workshop can start with a poster session (with the ideas displayed during the workshop), or can usefully conclude with one.

[CONTINUED]

Things to do in your workshop

1-2-4 PLENARY A snowballing or pyramiding activity in which the participants discuss issues in the following stages:

[1] By themselves – jot down thoughts and comments. (3 mins)

[2] In pairs – discuss their ideas, noting differences and observing similarities. (6 mins)

[3] In groups (of 4-6) – through further discussion, compile a select list of their main ideas. (12 mins)

[4] In plenary – each group reports back. The list of ideas is displayed either on an OHP transparency (introduced by group rapporteur) or during a poster sesssion. (20 mins)

[5] Conclusion – group discussion and evaluation.

It is important that the participants are given a different task at each stage to avoid feelings of repetition. Normally participants draw on their own direct personal experience and then proceed to broad generalisations and conclusions.

LECTURETTES A twenty-minute 'mini' lecture in which the tutor inputs ideas in brief outline, takes ten minutes to develop the theme, and briefly summarises. This technique is particularly effective if reinforced by adept use of the overhead projector and well-prepared transparencies.

VIDEO Video can be used to input ideas in the workshop. Have your tape pre-set and ready at the point you wish to start. The video material should be integrated into the workshop and lead to discussion or some follow-up activity. Remember that if you have video equipment in a seminar room, your participants will be disappointed if you do not use it.

FISHBOWL Half the group is given a task to perform. They sit in an inner ring in the centre of the room. The remainder sit in an outer ring as observers. Simple checklists can be issued which help to classify distinctive types of behaviour and provide guidance for the observers.

Discussion follows, covering:

- the performance of the task itself
- the dynamics of the group
- the conduct of each individual

Important: Remember always to give the participants being observed an opportunity to comment first on their performance, before any remarks by the observer.

HANDOUTS Handouts can vary greatly in the degree of detail they provide and in their style. They can range from the formal – an authoritative, clear treatment of the workshop topic (like a written lecture), plus references and a reading list – to the briefer and more informal versions, including:

- a skeleton outline of what you intend to cover, giving the key words for each point, but with plenty of space for notes;
- details, examples, facts and figures given, but spaces left for the main points or conclusions to be drawn from them;
- texts with key words and phrases omitted and which can be filled in only with the knowledge gained at the workshop.

[8] What can go wrong in workshops

In the unlikely event that something goes wrong in your workshop, here are some examples of the ways workshop organisers have coped with difficult situations.

PARTICIPANTS ARRIVE LATE, DISTURBING THE SESSION

Welcome them ('Do come in, I know the traffic into town was horrendous this morning ...'); include them in the current activity ('We've just started by ...'). Have a spare sets of workshop papers easily to hand.

PARTICIPANT CANNOT SEE THE REASON FOR A PARTICULAR ACTIVITY AND REFUSES TO TAKE PART

Rarely happens in workshops, but you could try asking the person to explain the reasons and to suggest what he or she would prefer. The workshop is a voluntary activity and people can make a positive decision to leave if they wish.

DISCUSSION HAS GONE ON TOO LONG

You may need to say something on the lines of 'This has been a very useful discussion; can I now move you on to the topic of ...?'. Or, you may have to be very flexible, abandon part of your workshop material and allow the discussion to continue on that particular topic.

PARTICIPANT DOMINATES THE SESSION

Try asking for questions or points from those who haven't contributed so far. Give your overbearing participant a specific task (e.g. preparing a poster, leading a small group).

WORKSHOP IS COMING TO A PREMATURE END

Probably because you're running out of material. Be prepared with additional material as a standby.

THE WORKSHOP IS NOT GOING WELL AND LACKS ATMOSPHERE

Probably because the participants have not formed as a group. You need to change tactics and bring in some short activity (see ICE-BREAKERS) which will encourage immediate participation by members.

TIME IS RUNNING OUT

Little you can do, except to be flexible and concentrate on a limited number of activities. Some workshop organisers find a stopwatch very useful. You need to plan the timing of the different sections of the workshop to avoid this happening in the future.

THE OHP BREAKS DOWN

Check before you start; have a spare bulb on hand and know how to fit it. If you are using technical equipment in your workshop, try to arrange for a technician to assist you.

THE VIDEO DOESN'T WORK

Be prepared with contingency plans which include additional workshop materials and activities. Selective use of video material can add a great deal of variety to your presentation. It is therefore worth spending time beforehand checking that the equipment is in working order and that you know how to work it.

YOU'VE LEFT A VITAL HANDOUT AT HOME

Either cope without it (it will probably loom larger in your mind than your participants') or own up with a light-hearted remark. You can always circulate handouts afterwards if you retain a mailing list. The answer is good preparation and contingency planning. Your workshop should never be totally dependent on one activity or prop.

[9] Two ways to end a workshop

There are various ways you can end your workshop. It is important to finish on time (your colleagues may have to teach immediately afterwards).

Thank your participants for attending and seek some informal or formal feedback on the workshop.

The following are useful ways of finishing your session:

WHAT'S ON TOP? If you started the session by asking them to share their feelings, you can finish in the same way.

TAKE AWAY/LEAVE BEHIND. You can go round the group asking the participants what positive outcomes they wish 'to take away' from the workshop and what they wish 'to leave behind'.

'TWO WAYS TO END A WORKSHOP'. The participants (by themselves) write down five main things they have learnt from the workshop. These can be compared with your five aims which you now present on a transparency on the OHP.

OR

If this is too revealing an evaluation for you, ask your participants to complete a formal written evaluation. Make certain you leave at least *five minutes* for this and that you collect the forms before the participants leave. (Examples of evaluation forms are given in the section on *MONITORING AND EVALUATION.)*

[10] Follow-up activities

After your workshop is over, you should:

clear up
return equipment
take down signs
replace furniture.

You can send your participants a summary of the day's poster session(s). Keep the list of participants. These lists will form the basis of a valuable mailing list for future activities. Send brief notes of thanks to those who have assisted you in any way.

Action reports. Write your own evaluation.

Did you achieve your aims and objectives?
What was good about the workshop?
How can you improve it in the future?

By jotting down your responses immediately, you will not need to trust your memory some time in the future. This will save you a lot of time and energy in running your next workshop.

- ☐ *Staff development: what's that?*
- ☐ *Establishing an institutional framework for PICKUP*
- ☐ *Motivation and reward*
- ☐ *Using the resources of the group*
- ☐ *Changing courses*
- ☐ *Ways of learning*
- ☐ *Techniques for use with mature adult learners*
- ☐ *Choosing an appropriate teaching method*
- ☐ *Self-evaluation: improving teaching*
- ☐ *Monitoring and evaluation*
- ☐ *Designing a PICKUP course: what changes have to be made?*
- ☐ *Designing a PICKUP course*
- ☐ *Adapting for PICKUP*
- ☐ *Building a PICKUP network: a self-help conference*
- ☐ *Building a PICKUP network: resource register*
- ☐ *Building a PICKUP network: demands, strengths, development*

NOTES

WORKING MATERIALS: In addition to the working papers listed in each outline, marker pens, flipcharts, Blu-Tack, OHP materials, etc. will be needed.

WORKSHOP PAPERS: Lists of findings, comments, etc. reproduced in the workshop papers are based on information provided by lecturers taking part in the project.

S-E-C-T-I-O-N F-O-U-R

WORKSHOP MATERIALS

WORKSHOP OUTLINE

COMMENT

This workshop is one of three designed to provide participants with opportunities to examine the nature, scope and purpose of staff development. It can be used with groups of staff who wish to consider approaches to staff development in relation to PICKUP initiatives in their institution.

WORKSHOP PAPERS

- *'Some staff development definitions and statements'*
- *'Post-experience vocational education: factors which hinder and factors which help'*
- *'20 ways to avoid PICKUP'*

PROCEDURE

[1] On their own, participants write down their definitions of staff development.

[2] As a group, participants discuss definitions.

[3] Participants discuss handout *'Some staff development definitions and statements'*.

[4] Using two handouts, *'Post-experience vocational education ...'* participants discuss the factors which help and hinder the development of PICKUP work.

[5] Participants use handout *'20 ways to avoid PICKUP'* to discuss ways of overcoming obstacles to staff development.

NOTE

For several of these activities, the tutor can divide the workshop members into pairs or small groups, reconvening for plenary discussion. Item 5 can be used as an alternative to item 4.

WORKSHOP PAPER

FOR WORKSHOP: **Staff development: what's that?**

Some staff development definitions and statements

[a] A systematic attempt to harmonise individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organisation within which they are expected to work.

[b] By staff development we mean planned programmes of experience and training . . . related to changing job demands, levels of competence, and career progression.

[c] College management needs to prepare non-teaching staff in similar ways to teaching staff, by discussing with them the aims of vocational preparation and explaining any new demands which the whole college will need to meet.

[d] So . . . we define staff development as identifying the professional needs of individual teachers and devising programmes to meet those needs.

[e] The Council's judgement on the institution as a whole, and on particular course proposals, will depend on the quality of staff and other resources which are devoted to the academic work of the institution. The institution must seek to maintain the quality of its existing academic staff through the encouragement and facilitation of research and other scholarly or professional activities and to maintain, through further appointments where necessary, the overall quantity and quality of staff needed to support its academic work.

[f] Staff development is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of those needs.

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[b] Further Education Unit
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[c] Further Education Unit
Vocational Preparation
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[d] ACFHE:APC
Working Party (1973) p. 4, cited in Judy Bradley, Rosemary Chesson and Jane Silverleaf, *Inside Staff Development*
(Windsor, NFER 1983) [p. 4].

[e] Council for National Academic Awards
Handbook 1984 [para. 2.2].

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Proceedings of the 1976 SRHE Conference on Staff Development in Higher Education, p. 21, cited in David Billing *The Role of Staff Development*
SCEDS/IP Occasional Paper 6 (1982) [pp. 6-9].

WORKSHOP PAPER

FOR WORKSHOP:
Staff development: what's that?

Post-experience vocational education – factors which hinder

Discuss the factors in relation to PICKUP work

[1] Adverse institutional climate
[2] Administrative procedures and regulations
[3] Rival attraction of research and consultancy
[4] Inadequate time and assistance with course planning and delivery
[5] No financial incentives for staff
[6] Pressures on staff of recent curricular developments in FHE

Suggest ways these factors can be overcome in your institution

[1]

[2]

[3]

[4]

[5]

[6]

WORKSHOP PAPER

FOR WORKSHOP:
Staff development: what's that?

Post-experience vocational education – factors which help

Discuss the factors in relation to PICKUP work

[1] Favourable institutional climate
[2] High status attached to PICKUP work
[3] Adequate resources for preparation, administrative support and staff development
[4] Financial incentives
[5] Positive opportunities for staff to undertake new courses with industry, commerce and the professions
[6] Flexible and sensible workloads and timetabling

Suggest ways these factors can be used in your institution to promote PICKUP activity

[1]

[2]

[3]

[4]

[5]

[6]

WORKSHOP PAPER

FOR WORKSHOP:
Staff development: what's that?

20 ways to avoid PICKUP

[1] Oh, we're with Open Tech here.
[2] What's PICKUP?
[3] I'm too busy with full-time students.
[4] We tried PICKUP in 1967.
[5] If we wait, there will be a new scheme from the DES.
[6] Let's see what the departments/faculties/Academic Board think of this.
[7] PICKUP isn't for this kind of institution.
[8] We don't have the accommodation.
[9] We don't have the staff.
[10] The people in this area don't want short courses.
[11] We already run successful short course programmes in the department.
[12] We don't have the finance to run PICKUP.
[13] There are too many financial barriers with the local authority.
[14] If you ask local industry and business, they don't know what provision they need
[15] We're educators, not trainers.
[16] PICKUP is too technical, our staff have other interests.
[17] This sort of think is OK in industry, but not in higher education.
[18] It takes several years to get new courses off the ground.
[19] The teaching staff haven't the time to teach, do research, administration *and* develop new courses.
[20] It's a myth, there just aren't thousands of people in Wick or Penzance who want distance learning.

Possible solutions:

WORKSHOP OUTLINE

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COMMENT

This workshop is concerned with the different ways that staff development can be provided to support PICKUP work in institutions. It provides the participants with a series of group activites which culminate in devising a corporate plan.

WORKSHOP PAPERS

- *'What help do you need?'*
- *'Examples of what a PICKUP lecturer should be able to do'*
- *'Stick or carrot?'*
- *'Policy for staff development'*

PROCEDURE

[1] In pairs (or groups of 4-6), participants discuss the different forms of staff development in their institution (e.g. in-house courses; research remission; secondments).

[2] Plenary discussion on how staff development is encouraged and provided (e.g. 'top-down' management-led, 'bottom-up' individual/group initiatives, or curriculum-led, which harmonises both these approaches).

[3] Workshop members complete handout *'What help do you need?'* in small groups.

[4] Participants discuss handout *'Examples of what a PICKUP lecturer should be able to do'*.

[5] Participants complete exercise *'Stick or carrot?'*.
OR
Participants complete similar exercise to rewrite *'Policy for staff development'* to include direct references to PICKUP.

WORKSHOP PAPER

FOR WORKSHOP: **Establishing an institutional framework for PICKUP**

What help do you need?

- Imagine you have been asked to teach on a PICKUP course for the first time.

  What staff development provision would you need before you could start?

- If you have experience of running PICKUP courses, what staff development would you welcome now?

WORKSHOP PAPER

FOR WORKSHOP: **Establishing an institutional framework for PICKUP**

Examples of what a PICKUP lecturer should be able to do

JUNIOR LECTURER

Use experience of participants
Use appropriate teaching/learning strategies
Have knowledge of vocational environment
Must be an enthusiast
Communicate at appropriate level
Understand need of older clients
Be a good listener
Use shop floor experience
Undertake industrial/commercial visits
Relate to other specialists who might be brought in
Be patient and humble
Identify specific learning objectives
Adapt learning to suit participants

SENIOR LECTURER

Liaise with employers – identify needs and negotiate
Design a programme
Lead the team
Evaluate/monitor
Assemble resources – select appropriate locations
Good links with college senior mangement
Assess strengths of team and co-opt where necessary
Be open minded and have maturity
Provide cost estimates
Advise on delivery systems
Be charming

DISCUSSION POINTS

How can staff development programmes assist the development of these personal qualities and the improvement of teaching skills

WORKSHOP PAPER

FOR WORKSHOP: **Establishing an institutional framework for PICKUP**

Stick or carrot?

Your college is now expected to earn a significant proportion of its budget by running short courses of the PICKUP type.

The academic board has given you the task of devising the appropriate staff development to support this initiative.

- ***IN GROUPS OF FOUR:*** Devise a corporate plan for the forthcoming academic year which outlines the type of staff development and the way(s) it will be provided.

  Show how your scheme relates to current staff development policy and practice(s) (if any).

- ***NOMINATE ONE MEMBER*** of your group as scribe and present your recommendations on the poster paper provided.

  Display your poster for plenary discussion.

WORKING NOTES

WORKSHOP PAPER

FOR WORKSHOP: **Establishing an institutional framework for PICKUP**

Policy for staff development

This is a modified version of an actual Staff Development Policy Statement with no direct references to PICKUP activities.

What changes would you make to rectify this? IN SMALL GROUPS, redraft the Statement with appropriate references to PICKUP.

[1] INTRODUCTION

There has been a strong tradition of formal staff development within the College for over a decade. In 1974 the College approved *Staff Development – A Statement of Policy* which was re-approved in 1979 and provided the basis for different forms of staff development and in-service provision within the institution. Associated with this is the *Research and Consultancy* (1977) document which has guided the work of the College Research Committee in recommending remission time for staff to undertake research and scholarly activity. In 1973 the College first appointed one member of the academic staff as a professional tutor to act as a general educational adviser directly responsible to the Principal for the College's staff development policy and provision. In this way, staff development includes the induction and in-service education of teaching staff; development of teaching and improvement of learning; and the encouragement of research and associated activities within the College. Staff development also embraces support staff.

[2] PHILOSOPHIES, DEFINITIONS AND AIMS

Policy statements on staff development often point to the direct benefit to teaching staff, their students and the institution in which they work of the formal planning and provision of staff development opportunities for the staff to improve their qualifications, update academic and professional expertise, and to contribute to the organisation and work of their College. At the same time, as part of this process, formal definitions of staff development attempt to balance the important needs and desires for personal development with teaching and course development required within institutions as a whole. Within the recent round of academic planning for the 1985/1990 Quinquennium, departments have been asked to give staff development a high priority and to take positive steps to identify needs at course and faculty level. External bodies, such as DES, NAB, CNAA and BTEC, stress the importance of appropriate staff development, at a time of rapid change within society, to sustain the quality of the teaching and learning environment and to meet the needs of students and the communities the institutions serve. In the policy statement *Research and Related Activities*, for example, CNAA makes clear its expectations that institutions should actively promote staff development which includes research of different kinds.*

Against this background, it is worth formally considering the aims and objectives of staff development policy within the College. The College is a major provider of further and higher education within the region and the country in general; and, in meeting its academic goals, the College's most vital resource is its staff. Staff development policy should, therefore:

(i) identify the needs of the College, its academic and support staff, and appropriate forms of staff development;

(ii) actively, through a comprehensive programme, provide the opportunities for staff to:

- (a) improve and update academic and professional knowledge and expertise;
- (b) improve teaching and student learning, including the development of innovatory teaching and learning strategies;
- (c) undertake research, consultancy and related activities;
- (d) gain and widen experience in the administration, decision making and organisation of the College, and the teaching profession in general.

[CONTINUED]

* The use of the term "research" in this document covers a wide range of scholarly and similar activity including fundamental and applied research; consultancy and professional practice; creative work; research into curriculum and pedagogy in higher education; scholarship and related private study; higher degree teaching and the training of postgraduate students.

[3] FORMS OF STAFF DEVELOPMENT

At present, within the College the major forms of staff development are:

(a) Induction arrangements for new staff

All new members of staff (both academic and support staff) are invited to attend an introductory conference at the start of the academic year to meet the Principal, Vice-Principal, senior staff and representatives of departments and support services and to learn something of the history, philosophy and organisation of the College in which they are going to work.

(b) Introductory programme for academic staff

For new academic staff there is also a twenty-week programme which is designed to assist staff in their first year in College by providing an introduction to teaching techniques, ways students learn, research methods and recent developments in further and higher education. The programmne is arranged in the main on a workshop basis to provide opportunities for the active involvement of the participants. In this way, staff from different departments and teaching backgrounds in the College meet regularly in a supportive environment to share views and contribute a variety of expertise and experience. Coupled with this, there is classroom observation of teaching during the year. In addition, to help staff settle in, each new lecturer has an established member of staff as a mentor.

(c) In-service provision for established staff

Full-time members of staff are given support, as far as resources permit, for further staff development in a number of ways:

- academic secondment: up to ten members of staff are seconded each year, normally for courses of study leading to higher qualifications;
- industrial secondment: staff are seconded to update their knowledge and experience of industry, commerce and the public services;
- release from employment (e.g. day/block release) to undertake courses for Certificate in Education and similar qualifications;
- financial assistance with costs towards course fees, travel expenses, subsistence;
- attendance at conferences and short courses.

(d) Research and consultancy

Staff are actively encouraged to undertake research and related activities and can apply for the following kinds of help:

(i) remission time (normally 2 – 5 hours per week) from teaching;

(ii) expenses from the Research Fund; financial support from the Congress Fund to particpate in conferences and symposia abroad;

There are also opportunities to supervise CNAA postgraduate research within the College and in collaboration with outside organisations.

(e) In-house programmes

A central programme of workshops and seminars (on different aspects of teaching/learning and research) is arranged, which is open to all members of staff within the College. Short courses, seminars and similar activities are also organised by departments and support services for different groups of staff.

[4] FUTURE DIRECTIONS

For the future, further and higher education will be faced with changes in the student population and the need to give greater emphasis to new client groups, including mature and experienced adult learners, and the impact on teaching and learning processes of increasing resource constraints, tighter SSRs and new developments, such as those in information technology and open learning. At the same time, career immobility amongst staff in further and higher education is likely to remain unchanged. Staff development within the College will need to provide opportunities for staff to innovate and change, and to widen expertise and experience at a time of rapid and continuous change but diminished resources. The College may wish, or may be required, to adopt formal schemes of staff appraisal. If this is the case, any form of appraisal should be positively supportive of individual needs and wishes for personal and professional development and linked, in this way, to comprehensive staff development opportunities.

[CONTINUED]

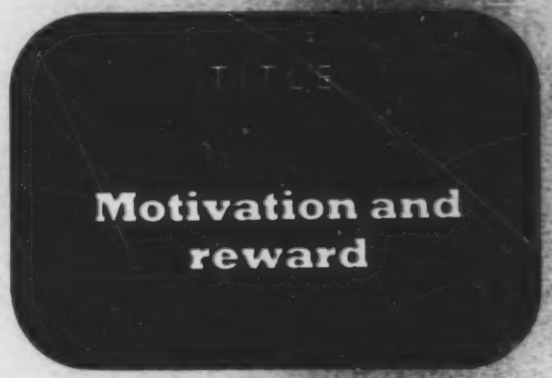
Recent debate within the College has identified for discussion key issues within staff development. These include:

- modifications to secondment policy to meet the needs of staff (often in mid-career) who wish to undertake research and scholarly activity which does not lead to a formal qualification (as presently required);
- broadening the criteria for research remission to assist staff (individuals and groups) who wish to undertake research into new curricula and student-based learning;
- developing staff awareness of information technology and, where appropriate, staff expertise in its uses and applications in teaching and learning;
- providing appropriate styles of staff development and training to meet the needs of support staff and part-time academic staff;
- supporting innovations in teaching and learning methods with educational consultancy, including the development of greater autonomy in student-based learning;
- planning and implementing staff development provision within and between faculties and course teams;
- providing opportunities for staff development and training in administration and the different levels of management within the College;
- extending opportunities for staff to discuss their career profiles by means of a regular interview with a senior member of staff, such as their head of department.

These are not the only issues (staff development is an open-ended and continuous process within an institution), but they largely reflect the current state of the art and reaffirm the need and demand for a high priority and place for staff development within the future of the College.

WORKING NOTES

WORKSHOP OUTLINE



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COMMENT

The need for both motivation and reward for staff engaged on PICKUP courses was frequently mentioned during workshops. This workshop has been designed for senior management and those staff with college responsibilities for developing PICKUP work to:

- examine the nature of human motivation and its effects;
- consider ways of providing opportunities and incentives for staff to undertake PICKUP work.

WORKSHOP PAPER

- *'Factors affecting motivation'*

PROCEDURE

[1] What is motivation? Participants are asked to provide individual definitions which are then developed in discussion.
Tutor asks participants which factors cause satisfaction and dissatisfaction at work. Participants can complete chart included in workshop paper *'Factors affecting motivation'* and tutor can collate these. This information can form the basis of a plenary discussion.

[2] Motivation and reward in relation to PICKUP.
Participants can use the workshop papers *'Post-experience vocational education: factors which help/factors which hinder'* (these papers can be found with the workshop outline 'Staff Development: What's That?'). These papers list the factors which affect the promotion of successful PICKUP activities.
In groups, the participants discuss ways of overcoming the disincentives and of using the incentives listed in developing PICKUP work in their institution.

[3] The findings can be presented as a poster session or rapporteurs can briefly summarise the findings of their group. The workshop can conclude with a final discussion.

WORKSHOP PAPER

FOR WORKSHOP: **Motivation and reward**

Factors affecting motivation

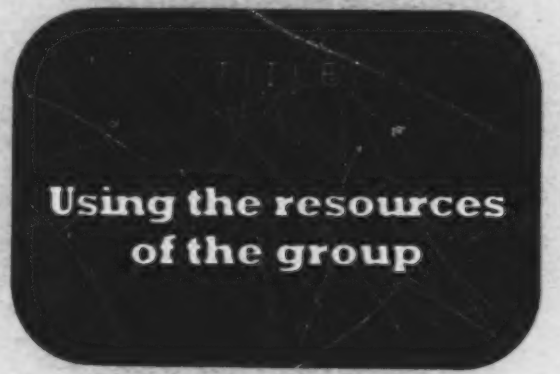
Put in rank order (1 – 12) the factors which motivate
[A] other people [B] yourself at work

	OTHER PEOPLE	*YOU*
ADVANCEMENT IN WORK		
GROWTH		
ACHIEVEMENT		
STATUS		
PERSONAL LIFE		
SALARY		
RELATIONS WITH PEERS		
SECURITY		
RECOGNITION		
POLICY AND ADMINISTRATION OF INSTITUTION		
RESPONSIBILITY		
OTHER FACTORS (Specify)		

(This workshop is a modified version of one used by the Industrial Society, to whom acknowledgement is made.)

WORKING NOTES:

WORKSHOP OUTLINE



COMMENT

PICKUP staff find it difficult to discover the knowledge and experience possessed by the clients on their course, and, if they do discover it, how to make it known in the group and to build it into their teaching programme as a resource. This activity is designed to facilitate this exchange of information. It is also a good activity to use in staff development workshops and as part of building a PICKUP network.

WORKSHOP PAPERS

- *'Find the Expert'*
- *'Line-Up'*

PROCEDURE

[1] In pairs, participants complete 'find the expert' activity.

[2] Participants complete 'line-up' activity.

NOTES

[a] In 'Find the expert', it is helpful if participants choose partners they do not know very well.

[b] These two activities are presented here as a separate workshop but they can also be used as activities *within* other workshops.

WORKSHOP PAPER

FOR WORKSHOP:
Using the resources of the group

Find the expert

INSTRUCTIONS

[1] Interview your partner and find out what relevant knowledge he or she brings to the course. This activity demands great skills in the partner acting as interviewer who must listen attentively, remember accurately what he or she is told, and make sure the partner has an opportunity to contribute any special knowledge when the occasion arises.

[2] • *In groups (of four to six):*
Briefly introduce your partner to those who have joined the group. Listen and remember names and what you hear of the background of each person.
• *In plenary:*
Each group in turn calls out one area of expertise or specialist knowledge they have discovered. This is put in the centre of a poster or an OHP transparency, together with the name of the 'expert'. Other groups add names of those with similar expertise. Each person named identifies him- or herself. A fresh poster or sheet is started for each topic and the lists thus drawn can be referred to throughout the course.

This is a quick and effective way of ensuring that everyone knows everyone else's potential contribution to the course, and also allows practice in matching names, faces and talents. It also encourages each 'expert' to identify others with similar knowledge.

WORKSHOP PAPER

FOR WORKSHOP:
Using the resources of the group

Line-up

INSTRUCTIONS

An imaginary line is drawn across a room, the two poles representing the extreme positions on a given topic.

How much do I know about how adults learn?

A LOT (I'm contributing) ◄·····► **NOT MUCH (I'm finding out)**

All members of the group are asked to assist each other in placing themselves along the line. They should compare notes with their neighbours and move up or down if necessary.

(For 'Line-up' to be successful, some care should be given to the selection and naming of the two poles, i.e. they should not be seen as threatening, and each end should represent a legitimate position.)

A second 'Line-up' can be done later, on a different topic which will ensure a radical redistribution of the group, for example:

Designing short courses

I enjoy entrepreneurial activity ◄·····► **I am cautious about embarking on entrepreneurial activity**

Teaching style preferred

formal taught lecture course ◄·····► **informal, participative, group activity**

'Line-up' can be used to form homogenous groups (by choosing people next to each other in the line) or to ensure a wider distribution of expertise (by taking every, say, fourth person down the line).

WORKSHOP OUTLINE

COMMENT

This workshop provides opportunities for participants to discuss the ways in which mature adults learn, to examine how course design can help or hinder student learning, and to introduce ideas on adapting conventional courses for different teaching and learning modes.

WORKSHOP PAPERS

- *'Quotations on adult learning'*
- *'Checklist of teaching methods'*

PROCEDURE

[1] Small groups discuss their experiences of how adults learn.

[2] Tutor compiles composite list from the contribution of each group. This is compared with the list given in the handout *'Quotations on adult learning'*.

[3] The participants discuss the essential characteristics of courses for mature adult learners.

[4] In small groups, participants share their experiences of different teaching methods with adults. The workshop paper *'Checklist of teaching methods'* can be used as a prompt.

[5] Participants then adapt conventional courses for new adult client group.

[6] Report back by each group to plenary session.

NOTE

Before the workshop, participants can be invited to submit a course description in profile (e.g. aims and objectives, course outline, teaching methods, etc.) of a current course they wish to adapt for adult client group.

WORKSHOP PAPER

FOR WORKSHOP: **Changing courses**

Quotations on adult learning

[1] Adults respond well where there is a good teacher-learner relationship.

[2] Adults want to assess themselves against a standard they see as relevant.

[3] Adults like to be self-directing.

[4] Adults prefer a problem-orientated approach.

[5] Adults want to apply new knowledge and skills immediately.

[6] Adults want to contribute from their own knowledge and skills to help others to learn.

Adapted from: Paul Freeling and Susie Barry *In-Service Training: A Study of the Nuffield Courses of the Royal College of General Practitioners* (NFER-Nelson 1982) [p.20].

It is contended that certain fundamental features such as negotiation, active participation and experiential learning should feature strongly in curriculum developments which involve adults.

From: Alan Chadwick and Derek Legge *Curriculum Development in the Education of Adults: A manual for practitioners* (FEU 1984) [p.1].

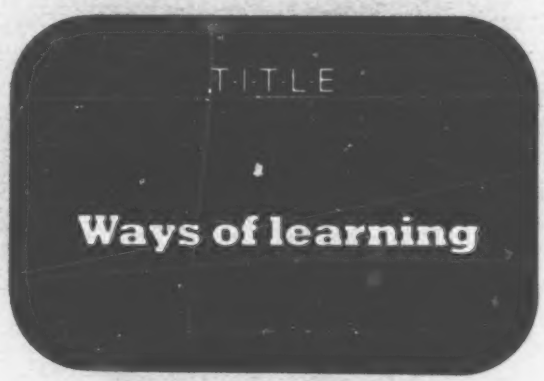
WORKSHOP PAPER

FOR WORKSHOP: **Changing courses**

Checklist of teaching methods

TEACHING METHOD	ADVANTAGES	DISADVANTAGES	SUITABILITY FOR MATURE ADULT LEARNERS
LECTURING			
SMALL GROUP WORK: [a] CLASSES [b] SEMINARS [c] TUTORIALS [d] SYNDICATES [e] DISCUSSION GROUPS [f] OTHER			
ROLE PLAY AND SIMULATIONS			
CASE STUDIES			
INFORMATION TECHNOLOGY			
LABORATORY WORK			
DEMONSTRATIONS			
FIELDWORK			
OPEN LEARNING			
OTHER METHODS			

WORKSHOP OUTLINE



COMMENT

This workshop encourages participants to explore the different ways of learning - alone, in an institution, and at work. By asking what they know *best* in each category, emphasis is placed on the widely different criteria used. As a result of the comparisons made, the learner should be able to utilise a much wider variety of learning techniques.

WORKSHOP PAPER

- *'Ways of learning'.*

PROCEDURE

[1] Participants are given the workshop paper and asked to reflect on the three areas of learning, i.e. alone, in an institution, at work.

[2] Their experiences are then shared in pairs, common themes identified in fours – three separate lists compiled, one for each category of learning.

[3] The implications of these findings are discussed, with particular emphasis on ways of incorporating independent learning into institutional and occupational learning.

WORKSHOP PAPER

FOR WORKSHOP: **Ways of learning**

Ways of learning

[1] Working alone

[a]
- Think of all the things you have taught yourself (hobbies, special interests, sports, personal research, practical activities, cooking, plumbing, motor cycle maintenance, etc.).
- Choose the one that you know best.
- Decide by what criteria you know it best.
- Consider how you learnt it.

[b]
- Think of all the subjects you have been formally taught in school, college, university.
- Choose the one that you know best.
- How did you decide that you know it *best*? By what criteria?
- How did you learn it?

[c]
- Think of all that you have learnt since you have been at work.
- Decide what you know best of all that you have learnt.
- By what criteria did you decide that you knew it *best*?
- Consider *how* you learnt it.

[2] Working in pairs

- Share with each other your experiences in each category.

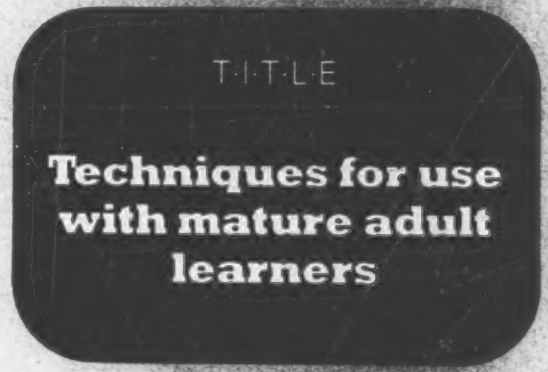
[3] Working in fours

- Form a group with another pair. Do common themes arise in each of the categories?
- Consider the differences between the criteria used for judging the self-taught items for those formally taught and those learnt at work. Summarise the main criteria for each.
- What do the different styles of learning tell us about course design?

[4] Working in plenary

- Each group should submit one item for discussion until all the items are covered.

WORKSHOP OUTLINE



COMMENT

Coping with the contradictory and conflicting demands of a group of mature adult learners requires an understanding of the characteristics of these client groups and a range of appropriate teaching techniques. This workshop asks the participants to identify the special needs and characteristics of their PICKUP group and to consider ways of meeting those needs. In conclusion, the workshop members can compare their response with a summary of the findings from PICKUP lecturers who participated in the project.

WORKSHOP PAPER

- *'Techniques for use with mature adult learners'.*

PROCEDURE

[1] Tutor conducts 1-2-4 Plenary session on special needs of mature adult learners and ways of meeting those needs.

[2] Workshop members discuss the findings of PICKUP presented in the handout *'Techniques for use with mature adult learners'.*

WORKSHOP PAPER

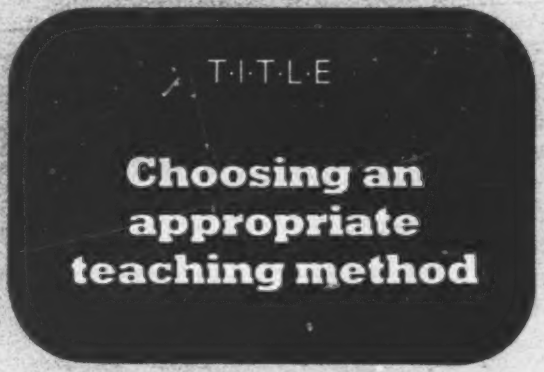
FOR WORKSHOP: **Techniques for use with mature adult learners**

Techniques for use with mature adult learners

This list is a summary of ideas contributed during workshops by PICKUP lecturers teaching in the field. It is not meant to be prescriptive, nor is it exhaustive.

Special needs and characteristics of adult learners	Ways of meeting those needs
They may ...	You could ...
... have fixed preconceived ideas of how they learn and, therefore, of how they should be taught.	... plan immediate feedback to show that your systems *do* enable them to learn.
... regress to become the person they were at their last institution.	... create an atmosphere of welcome and ease, draw on successful work and life achievements.
... fear institutions if their previous educational experience was bad.	... present the most attractive and sympathetic face of your institution by carefully briefing telephonists and secretaries, and choosing rooms, furniture, etc. as far removed from school as possible.
... fear making fools of themselves in front of the younger members.	... use pair work, sideways communications in the group, tasks that can be achieved satisfactorily.
... not be good at identifying their own educational needs so do not recognise whether those needs are being met.	... negotiate content of the course, draw up individual contracts, analyse the skills required by a certain job – all those help to develop this awareness.
... have rusty learning skills.	... make sure key information is backed up by a handout, distinguishing between the main points and the examples and detail.
... have short attention or concentration span.	... restrict information giving to 20 minute slots, break up the day into varied tasks, look out for tiredness.
... have poor retention and find it dificult to retain a lot of detail.	... arrange recapitulation of important material in varying guises, audio or video recordings for discreet replay by those who couldn't take everything in a first hearing.
... not be used to unconventional participative activities like role-play, simulation, formal presentations to the whole group.	... let initial presentations be by pairs to pairs, thus containing it within a group of four: set tasks that draw on experience, not theory or hearsay.
... find problem solving dificult.	... give practice in designing the problems, creating the case studies and then solving them in teams.
... lack motivation if they consider they have been sent by their firm, and if they interpret this as meaning they are inadequate. They may not wish to retrain for what the firm wants them to do; they may feel anxious about new technology, new management responsibilities which will separate them from their fellows. They may be attending in unsocial hours, absenting themselves from their family, feeling tired.	... make sure you are fully briefed about likely benefits of attending. Go round the group asking for one positive and one negative point about being on the course; invite former clients of an earlier course to return and to describe what has happened since they attended the course.
... in contrast with what has been listed so far, be extremely well-motivated, confident, successful and with excellent learning skills. They will have good powers of expression, and expect a high level of professional competence.	... use them in groups as leaders, as scribes, as rapporteurs: make sure you have a few demanding tasks to be tackled head on. Use these members to assist in tutoring, be glad to have a high standard established from the outset.
... as a result of this ability tend to swamp the quieter members of the group, dominate proceedings, take the lead in every task, and even criticise the tutor and the course if high expectations are not met.	... rotate leadership of the group to avoid domination. Give the confident members the responsibility for drawing out the quiet ones. Plan the course in the greatest detail to meet these high expectations.

WORKSHOP OUTLINE



COMMENT

The aim of this workshop is to provide participants with an opportunity to consider appropriate teaching method(s) for PICKUP work. It is a more general workshop than 'Changing Courses' though some of the same workshop papers could be applicable to both.

WORKSHOP PAPERS

- *'Checklist of teaching methods'* (see 'Changing courses' workshop)
- *'You don't have to lecture!'*
- *'Lecturing checklist'*
- *'Small group teaching'*

PROCEDURE

[1] In pairs, participants list the range of teaching methods they are familiar with in their current work. The tutor lists these on the whiteboard. The checklist of teaching methods can be issued.

[2] In groups, participants identify the advantages and disadvantages of each method and its suitability for a particular type of material.

[3] The group divides into two and using the workshop papers provided:
- one half makes a study of lecturing;
- the other makes a study of small group teaching.

[4] Each group makes a series of recommendations about the use of the technique with reference to PICKUP teaching.

WORKSHOP PAPER

FOR WORKSHOP: **Choosing an appropriate teaching method**

You don't have to lecture

Lecturing is the most common form of teaching in further and higher education (after all, teachers are called lecturers; and one-hour slots called 'lectures' often appear on timetables without any discussion of this as the most appropriate teaching strategy for the particular course). The purpose of this paper is to consider some of the weaknesses of lecturing as a teaching method and to suggest alternatives which may be more appropriate for mature, adult learners.

Common criticisms of lectures are:

- Students are too passive and don't learn during lectures.
- Lectures only transmit information.
- Lecturing is over-used.
- Lecturers are often untrained and ineffective communicators.
- The maximum concentration span is approximately 20 minutes only.
- Lectures provide little feedback for the lecturer to judge how they are being received.
- Students forget most of the lecture within a short space of time.
- Lecturing is normally for large groups only and is one-way presentation.
- During the middle of hour-long lectures, little of significance is being learned.
- Using lectures is not the most effective way to get facts across.
- Lecturing is not the best way to encourage students to think for themselves.
- Research demonstrates that lectures are widely disliked and are regarded as inefficient by students.
- Lecturing is a poor way to give students a proper set of notes.
- Lecturing results in all sorts of associated study problems for students.
- Attending large numbers of lectures results in students adopting a passive and unthinking approach to their learning.

For examples of positive approaches to lecturing, See G Gibbs and S and T Habeshaw *53 Interesting Things to do in Your Lectures* (1984), and G Brown *Lecturing and Explaining* (1978).

WORKSHOP PAPER

FOR WORKSHOP: **Choosing an appropriate teaching method**

Lecturing checklist

How many times can you say yes?

[1]	*I have read some of the research on lecturing as a teaching method*	YES	NO
[2]	*I have attended a short course/workshop on lecturing techniques*	YES	NO
[3]	*I have thought about whether lecturing is the most appropriate teaching method for my PICKUP course*	YES	NO
[4]	*I prepare, plan and practise my lectures*	YES	NO
[5]	*I use audio-visual aids where appropriate*	YES	NO
[6]	*I use the overhead projector (and have received training in its use)*	YES	NO
[7]	*I have seen myself (on video) lecturing*	YES	NO
[8]	*My lectures provide opportunities for students to ask questions and seek clarification*	YES	NO
[9]	*I vary my approach to lecturing, using small group teaching techniques within my lectures*	YES	NO
[10]	*I think about the most appropriate ways to begin my lectures*	YES	NO
[11]	*I finish my lectures by summarising the main points*	YES	NO
[12]	*I receive regular feedback from my students (by, for example, questionnaires) on the effectiveness of my lectures)*	YES	NO
[13]	*I try to include a summary of recent developments in research on the topic I am lecturing on*	YES	NO
[14]	*I make effective use of pauses, silences and emphasis in my delivery*	YES	NO
[15]	*During my lectures I can be heard clearly in all parts of the lecture room*	YES	NO
[16]	*I help my students to learn more effectively from my lectures*	YES	NO
[17]	*I encourage my students to undertake follow-up work after my lectures*	YES	NO
[18]	*I provide annotated reading lists for my students*	YES	NO
[19]	*I sometimes invite a colleague to debate important issues with me during my lectures*	YES	NO
[20]	*I plan my lectures by selecting a few key points which are expressed clearly during the lecture*	YES	NO
[21]	*I provide a simple framework or 'advance organiser'* (Ausubel, 1960) *for totally new materials so that my audience can understand and retain it*	YES	NO

WORKSHOP PAPER

FOR WORKSHOP:
Choosing an appropriate teaching method

Small group teaching

Teaching in further and higher education often contains some form of the small group settings such as:

SEMINARS
TUTORIALS
DISCUSSION GROUPS
'FISHBOWLS'
CLASSES
SYNDICATES
PROBLEM-CENTRED GROUPS
CASE STUDIES

Each of these should encourage greater participation by the students and provide them with valuable opportunities to raise questions, try out ideas and discuss issues in some depth. Small group work is particularly appropriate for mature adult client groups who have a great deal of expertise to contribute to the course.

ACTIVITY

[1] How do you use small group settings (such as tutorials and seminars) in your current teaching?

OR

[2] What aspects of small group work are particularly important for mature adult clients?

- The type of small group setting and the size of group?
- The role of the lecturer/tutor?
- Ways of encouraging participation in seminars and tutorials?

NOTE

These activities will normally reveal a wide range of current practice and suggest ways for improving the learning of adult clients in small groups.

See also G Gibbs, S and T Habeshaw *53 Interesting Things To Do in Your Seminars and Tutorials* (1985) for a wide range of ideas for actively encouraging participation in seminars and tutorials.

WORKSHOP OUTLINE

COMMENT

This workshop can be used to initiate a self-evaluation process prior to designing a staff development programme.

WORKSHOP PAPER

- *'A self-assessment checklist of teaching skills'*

PROCEDURE

[1] Working by themselves, participants make brief notes of FIVE ways in which their teaching could be developed or improved. The self-assessment checklist can serve as a prompt.

[2] If the checklist is completed (anonymously) by all members of the group and the responses collated, key staff development needs will be pinpointed.

[3] Ways of providing help, support, information and training should then be proposed for each of the key problem areas identified.

WORKSHOP PAPER

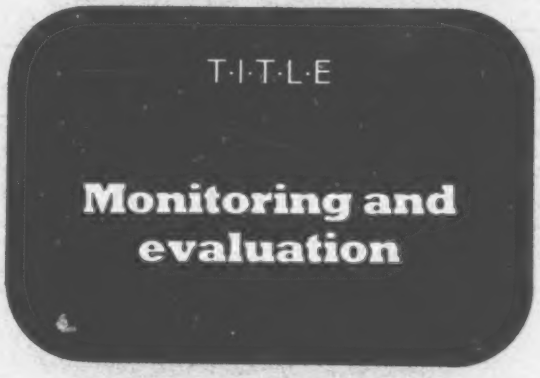
FOR WORKSHOP: Self evaluation: improving teaching

A self-assessment checklist of teaching skills

Here is a checklist of the various areas in which staff teaching on PICKUP courses have said they feel the need for updating and retraining. They are all *teaching* skills; marketing or administrative requirements for mounting PICKUP courses are not included.

Place an X along the line indicating how necessary updating is for you	NOT NEEDED	VERY MUCH NEEDED
[1] *Technical and specialist updating in my subject area*	1	5
[2] *Recent experience in industry or commerce of my subject area and its practical application*	1	5
[3] *Ways of teaching adults with work experience, as against students straight from school*	1	5
[4] *Interpersonal skills*		
• *listening*	1	5
• *tutoring*	1	5
• *counselling*	1	5
• *managing small groups*	1	5
• *managing large groups*	1	5
[5] *Educational and learning theory*	1	5
[6] *Lecturing effectiveness and skill*	1	5
[7] *Demonstration and instructional skills*	1	5
[8] *Effective use of visual aids and OHP*	1	5
[9] *Educational technology*		
• *computer-assisted learning*	1	5
• *interactive video*	1	5
• *CCTV*	1	5
[10] *Preparation of learning materials*		
• *study guide*	1	5
• *self-answer questions*	1	5
• *multiple-choice questions*	1	5
• *interactive handouts*	1	5
• *case studies*	1	5
• *games*	1	5
• *simulations*	1	5
• *role-play exercises*	1	5
[11] *Feedback*		
• *monitoring*	1	5
• *assessment and self-assessment*	1	5
• *evaluation*	1	5

WORKSHOP OUTLINE



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COMMENT

Short courses need to be evaluated as part of a continuing process of improvement and modification. However, as they are short, the process of collection or analysis of information must not be time-consuming. It is also useful to consider some form of feedback after the end of a course to see whether effective transfer of training has taken place.

WORKSHOP PAPERS

- *'Monitoring and evaluation'*
- *'Sample evaluation sheets'*

PROCEDURE

[1] Participants divide into small groups according to similarity of course content.

[2] A typical brief course outline is compiled (or prepared in advance and issued; or taken from 'Designing a PICKUP course') and monitoring and evaluation procedures are designed. The stages listed in the workshop paper are used as a framework for this activity.

[3] Each group presents its proposals for discussion by the whole group.

WORKSHOP PAPER

FOR WORKSHOP: Monitoring and evaluation

Monitoring and evaluation

OVERVIEW

The evaluation process can be planned as a series of stages, each providing answers to one of the following questions:

- Whom should you ask for information?
- What are the key questions to ask which will pinpoint the success or failure of the course?
- What is the best way of gathering that information?
- In what way can the information be collated, analysed and summarised into a manageable form?
- What will be done with the information; how will it be used?

All five stages are interdependent and there is a lot to be said for planning all stages at the outset.

It is also true that the information that is easiest to gather (open questions, interviews, group reviews) is hardest to analyse and clarify; on the other hand, carefully framed, closed questions are easy to list and count, but may not tap so many issues.

Whom should you ask for information?

- Yourself – for your opinions on all aspects of the course. Were there surprises? What will you do differently next time?
- The adult clients – for comments on their experience of the course.
- The employer clients – for comments on the value of the course in the workplace.
- A neutral observer (or a video or audio-tape recording).

The observation from these four sources can usefully be put together in a process in which each opinion is considered in the light of those held by others.

What key questions should you consider?

What they expected and whether expectations were met?
Was the level of difficulty right?
Was the pace of the course acceptable?

Comments on each item of the course.

Was anything missing?
Will they be able to transfer and apply what they have learnt?

How can you gather information?

From the individual by:

Interview
- open
- partially structured
- structured

Questionnaire
- open questions
- closed questions

Checklist of topics for comment

Daily record of the course or diary.

From the group by:

A group review. 1-2-4 plenary in which the individual makes notes, shares with a partner and puts forwards main findings for plenary.

How can the information be sorted, analysed or classified?

Simple counting can often be misleading, particularly of closed questions if opinions are not strongly felt.

Not all evaluation responses are equally valuable: sometimes two or three thoughtful or perceptive respondents can tell you more than all the rest put together.

Identify important and strongly felt views.

Give the responses to an outsider to classify. You may only see and hear what you want to.

The most vivid way of presenting an evaluation is to cluster the actual responses to each question and read the grouped verbatim comments.

What will be done with the evaluation afterwards?

It is the most powerful tool in staff development, so its immediate use is to tell the course organiser where the strengths and weaknesses are to be found.

It can be used to modify the design of future courses.

It can be used to bid for resources.

It can be used when negotiating with companies as evidence of your course's success.

WORKSHOP PAPER

FOR WORKSHOP: Monitoring and evaluation

Sample evaluation sheets

COMMENTS

These sample evaluations sheets are very quick to fill in and analyse. A combination of open (Example 1) and closed (Example 2) questions will provide the widest range of comments.

EXAMPLE 1

Please complete the following sections

[1] THE MOST USEFUL PART(S) OF THE WORKSHOP:

[2] THE LEAST USEFUL PARTS OF THE WORKSHOP:

[3] CHANGES WHICH COULD BE MADE IN THE WORKSHOP:

[4] IDEAS GAINED IN THE WORKSHOP WHICH CAN BE USED IN MY TEACHING:

EXAMPLE 2

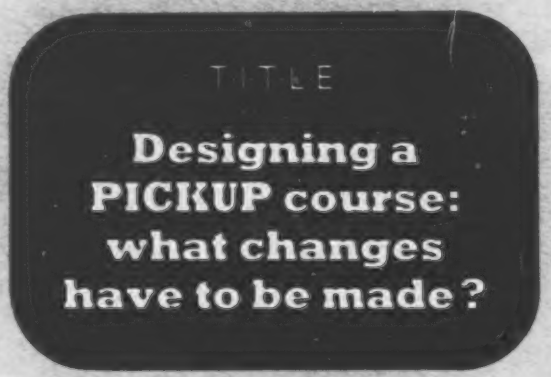
Please indicate your assessment of the workshop by completing the following form:

OVERALL ASSESSMENT OF THE WORKSHOP

Please ring as appropriate

Useless	1	2	3	4	5	6	Very useful
Uninteresting	1	2	3	4	5	6	Very interesting
Badly presented	1	2	3	4	5	6	Well presented
Irrelevant	1	2	3	4	5	6	Highly relevant
Impractical	1	2	3	4	5	6	Practical
Boring	1	2	3	4	5	6	Enjoyable
At wrong level	1	2	3	4	5	6	At right level
Badly planned	1	2	3	4	5	6	Well planned
Poor	1	2	3	4	5	6	Excellent
Badly run	1	2	3	4	5	6	Well run
Uninspiring	1	2	3	4	5	6	Inspiring
Obscure	1	2	3	4	5	6	Clear
Inapplicable	1	2	3	4	5	6	Applicable

WORKSHOP OUTLINE



COMMENT

This activity highlights the differences in course design for PICKUP, and can be run prior to the straightforward workshop 'Designing a PICKUP course' which follows.

WORKSHOP PAPER

- *'What changes have to be made'*

PROCEDURE

Participants are asked first to list the considerations that are in the forefront of their minds when designing a traditional academic course, then to list the ways in which those considerations will change when they are designing a PICKUP course.

This paper contains examples of changes required in designing a PICKUP course as distinct from a traditional academic course. The items can serve as prompts for discussion, or form a basis for a checklist to which further items can be added.

This is a summary of ideas contributed during workshops by PICKUP lecturers in the field. It is not meant to be prescriptive, nor is it exhaustive.

WORKSHOP PAPER

FOR WORKSHOP: **Designing a PICKUP Course: what changes have to be made?**

What changes have to be made?

This is a summary of ideas contributed during the workshops by PICKUP lecturers in the field. It is not meant to be prescriptive, nor is it exhaustive.

[1] From...

a course leading to a degree or diploma, validated by an awarding body such as CNAA or by a professional association. It may have the new needs of technology and industry fed into it but it will have had a long gestation and is not responsive to sudden new demands. It will require a strong academic staff, which means that college staff have to maintain academic standards if they are to have credibility.

To...

a course *not* leading to a qualification, not validated by any professional body commissioned but paid for directly by industry or commerce for an immediate perceived need. The customers will come from all levels of industry and will not necessarily be very academically oriented. Carefully acquired academic credibility of the staff could even be a liability in this environment if not handled tactfully. Being up to date in industry and commerce will be far more relevant.

[2] From...

teaching students, with little practical experience, who may need to be motivated artificially and who often cannot see the significance of what they have to learn; if the course features a great deal of active learning there will be a good transfer of skill and knowledge to their world of work, but if there is little there will not be much transfer.

To...

teaching very mixed groups from disparate backgrounds, with wide experience, strong motivation as long as they see the course as relevant but lacking motivation if they have been pressurised to attend.
Transfer of learning will be essential from the point of view of the employers and of the employee.

[3] From...

curriculum design which is dominated by fine distinctions of an academic nature about content; usually a great range of teaching techniques is not employed, nor a great range of assessment methods used.

To...

curriculum design in which the content is often given by the commissioning client. Therefore the success of the course may depend both on confident knowledge of the client's content and an ability to handle a range of teaching and learning techniques and feedback methods to best advantage.

[4] From...

curriculum design which is dominated by the assessment requirements of the course – 'the tail wags the dog.'

To...

curriculum design in which monitoring, feedback and evaluation are the appropriate forms of assessment.

[5] From...

a situation in which assessment, results, classes of degree, etc. provide powerful motivation to those on the course.

To...

a situation in which both clients and their employers must be convinced that success has been achieved by immediate and visible changes rather than by traditional assessment; these provide motivation and give the course credibility. More creative, imaginative and varied forms of assessment have to be used.

[6] From...

a course in which the staff are not directly accountable for whether their students have been correctly trained for their eventual work. There is no way of ensuring that students can transfer what they have learnt and mastered to new fields. Any failure of transfer is blamed on the student not on the educating body.

To...

a course in which the staff are directly accountable for successful transfer of learning back at the place of employment. Any failure of this transfer to take place is not attributed to the employees' weakness but to the inadequacy of the staff who taught them.

[7] From...

institutional courses which are often put together taking into account the specialist knowledge and skills which staff can offer, and the availability of such staff.
Though institutions do try to design courses that will attract students in the light of the present perceived needs, at the end of the day they will have to use the staff they have got.

To...

courses that are designed from the client's point of view. If specialist staff are not available, they will have to be bought in.

WORKSHOP OUTLINE

COMMENT

This activity can be a major exercise spread over a day or longer. However if the length of the notional course is restricted to, say, six sessions, the workshop can serve to highlight key elements and approaches to be remembered when planning a PICKUP course. The short version can be completed in half a day, as long as there are no more than four groups to make presentations. Participants can be invited to bring an outline of a course that they teach, or propose to teach.

This workshop does not cover the *content* of a PICKUP course (which is often negotiated with a commissioning company), but the teaching and learning strategies that will be employed.

REQUIREMENTS

A large plenary room and a smaller room for each group.

WORKSHOP PAPERS

- *'Designing a PICKUP course: checklist of strategies'*

PROCEDURE

[1] Participants form into groups according to subject specialism.

[2] One course outline is selected from those available.

[3] The group decides *how* each element is taught and assessed.

[4] In plenary, one member of the group presents the course outline and describes how and why each element will be taught in the way proposed.

[5] Tutor comments on the presentations and makes further suggestions if necessary.

WORKSHOP PAPER

FOR WORKSHOP: Designing a PICKUP course

Designing a PICKUP course: checklist of strategies

Have you made sure that:

		YES	NO
[1]	... *they will learn one another's names and backgrounds?*		
[2]	... *there is an 'advance organiser' or framework for what is to follow?*		
[3]	... *the main input to the session is delivered confidently and authoritatively?*		
[4]	... *there is visual parallel for everything that is spoken?*		
[5]	... *what is taught is immediately applied, practised or used?*		
[6]	... *a variety of methods are used to put across your main input, so that the diverse learning styles of the group are catered for?*		
[7]	... *members interact with one another?*		
[8]	... *everything that has been covered will be reviewed and pulled together at the end?*		
[9]	... *everyone has some record of what has been learnt?*		
[10]	... *you and the group evaluate, however briefly, the success of the session?*		

What would you do differently next time? List some action points below.

WORKSHOP OUTLINE

COMMENT

This workshop encourages participants to consider the changes which are required in individual and institutional styles and attitudes when developing and implementing PICKUP programmes.

WORKSHOP PAPER

- *'Adapting for PICKUP'*

PROCEDURE

[1] In groups of three to four, participants consider the changes required for successful PICKUP work in:
- their own teaching practices;
- the support required from their colleagues;
- the role played by their institutions.

[2] In plenary discussion, participants consider their lists of changes alongside those summarised in the workshop paper *'Adapting for PICKUP'*.

Adapting for PICKUP

PICKUP lecturers will have to:

- adapt to teaching very short courses, sometimes covering all the ground in as little as three days;
- adapt to teaching intensive courses, seeing clients all day and every day, and thus having to divide up the time in a great variety of ways to avoid monotony;
- adapt to selling themselves as much as their subjects;
- become familiar with the clients' or learners' work background and make sure the course relates closely to it;
- come to terms with having two clients instead of one – the firm who commissions the course and pays the bill, and the employees who are sent on the course – and therefore having to satisfy the needs of both;
- become familiar with existing training methods and new developments in training by reading literature and journals, following up the references and attending courses;
- be prepared for some aspects of training to be more adventurous and a higher standard than usual in education, especially in the areas of interpersonal skills, group work, and quality of presentation of printed and visual material;
- face up to the possibility that PICKUP work may lead away from academic research and specialisation to industrial or commercial application – from pure to applied, from theory to current practice, from dealing with academically oriented students to work oriented employees;
- accept that mainstream classes will benefit from greater relevance, flexibility, up-to-date knowledge of industrial or commercial practice and more polished presentation.

Colleagues will have to:

- consider the role of PICKUP work in the department and the college or institution and its place in the national structure of education and training;
- work with PICKUP lecturers in preparing timetables that pay due regard to their needs in running PICKUP courses;
- familiarise themselves with the contribution PICKUP work is making to the traditional classes; if they are working alongside in PICKUP work, participate in self and peer appraisal to improve the quality of the courses;
- participate in staff development programmes to develop the strengths and eliminate the weaknesses of the teaching team;
- devise a system of reward that is fair and appropriate to those who have taken on this work;
- develop a strong team spirit and common goal;
- accept that, as a result of PICKUP involvement, they are better able to work as a team and are stimulated by immediate feedback from the evaluation of the short PICKUP courses.

The college or institution will have to:

- appreciate that colleges will increasingly be looking to self-financing courses like PICKUP to underpin the role of institutions in further and higher education;
- devise a fair system of rewards for undertaking this very demanding and different style of work. They might consider profit sharing, an organiser's fee, improved promotion prospects, acknowledgement and publicity, creative timetabling. This reward system is an important aspect of motivation;
- devise a fair system of reward, incorporate it into a written policy statement and give it wide circulation;
- provide accommodation and services to a high standard. A suite of rooms, catering facilities, and telephone and reception should be provided. If these cannot be achieved inside the institution alternative outside accommodation will have to be sought;
- provide administrative support which recognises that PICKUP has equal priority with traditional academic work and is enthusiastic about, and efficient at, dovetailing the needs of both;
- recognise that taking on PICKUP half-heartedly will make it unlikely to succeed.

WORKSHOP OUTLINE

TITLE

Building a PICKUP network: a self-help conference

COMMENT

Contributors to the project frequently stated that staff, particularly those just starting out on PICKUP courses, wanted to meet others similarly involved. In the first instance, they were happy to meet other staff from their own institution, but often those internal contacts were with staff from different disciplines. They usually had to look outside to meet someone teaching in the same subject area. The conference described below would be relatively easy to organise. It could be residential over a Friday/Saturday or Thursday/Friday, or non-residential and held on two separate days, with an interval of a week – any greater gap would weaken the momentum.

REQUIREMENTS

A centre with a plenary room and many smaller rooms available for group work, and catering facilities. Or non-residential facilities, as above.

MATERIALS

Books, pamphlets and government publications relevant to PICKUP concerns.

PROCEDURE

Step 1 (3 months before)

Advertise in your own in-house journal and your local paper, and send your draft announcement to the vice-principals of local colleges asking them to circulate it to their staff and to place it in their institutional newspaper. State that you want to make contact with other PICKUP staff with a view to establishing a network and running a staff development conference. Name a place, date and time for an informal meeting on neutral, central territory.

[CONTINUED]

109 cont

110 1

Step 2

At the meeting, discuss the issue, circulate the programme for the conference and the proposed papers to go with it. Choose a date and venue and draw up a mailing list. Appoint a conference administrator to book the venue, arrange the catering, organise payment in and out and handle the mail. Also appoint a conference organiser who will be the host and arrange events throughout the conference.

Step 3

Have a booking form printed and on it list the books and pamphlets from which you will be working. Ask those who have not got copies to tick a box asking you to order one for them. As the booking forms begin to come in, send each applicant a copy of the Resource Register (q.v.) to be filled in and sent back to you not later than a week before the conference. The conference organiser should, at this stage, be ordering books, pamphlets, materials, visual materials and videos, and making sure that a television monitor, OHPs, slide projectors, noticeboards and flip charts are available. Paper, pens, 'blu-tack', marker pens for OHPs and for whiteboards (of the correct type) will also be needed.

As the Resource Registers are returned, each entry should be photocopied so that all delegates will have a copy of all other entries. It might be convenient to locate delegates on a map and to use colour coding to show in what discipline they are teaching.

Before outlining the conference programme, it is worth pointing out that you can fit in four, or at most five, one-and-a-half-hour sessions a day. You can vary the starting time of the conference. If it is a one-day only event it should start at 9.15 am or 11.15 am or, if delegates have a distance to travel, you can start at any time after lunch, at 2.25, 4.15 or even 8.15 pm.

Possible timings are:

9.15 – 10.45
11.15 – 12.45
2.15 – 3.45
4.15 – 5.45
8.15 – 9.45

These times are approximate and flexible and will depend chiefly on the catering requirements.

PROGRAMME OF ACTIVITIES

Session 1

Activity 1

AIM: To get individuals to feel part of the group.

SUGGESTED ACTIVITY: *LEARNING NAMES*. During the course the map will serve as a reminder of people's names and where they come from. Use this activity to form groups of eight.

Activity 2

AIM: To enable the group to share a common view of what is happening, what needs to be done and the way to do something about it. It is particularly important in setting up a network to use all the existing links and connections and to fit in with what is already there.

What is discussed can vary according to the direction of the course. For example:

- What PICKUP work is already going on?
- What staff development is already available?
- What changes will PICKUP demand of me?
- What do I want out of this conference?
- What are the positive reasons for putting on PICKUP courses?
- What are the obstacles or disincentives to putting on PICKUP courses?

If you feel that all these topics should be discussed, divide the delegates into syndicates, each syndicate dealing with one topic and preparing a display poster of its findings. At the conclusion all delegates circulate, adding any strongly held opinions to the posters.

If all delegates are discussing one topic, let them do so by building up from pairs to plenary (SNOWBALL or PYRAMID) or by a POSTER SESSION.

[CONTINUED]

111 112.1

Session 2

Activity 3 AIM:

[1] To negotiate exactly what delegates want to do, how it can be done, and how they can tell when it has been accomplished.

[2] To match the Resource Registers to names and faces, and to allow the items mentioned therein to be expanded, deleted, or added – and to be used to best effect throughout the conference.

Technique to be used: DEMANDS, STRENGTHS AND DEVELOPMENT (DSD)

Individuals work through the DSD paper in pairs, looking back at what they said in the Resource Register in case they want to change their entry. They then nominate topics for SPECIAL INTEREST GROUPS (SIG) to which they would like to belong, either as a learner or a contributor.

The pairs go to eights and compare SIG topics. Rewording, rephrasing, and collating takes place to reduce the SIG topics to a manageable number.

Plenary

The SIG topics are put on the board and grouped into time bands as follows:

SESSION 3 and 4 – Special Interest Groups
SESSION 5 – Reporting back
SESSION 6 and 7 – Special Interest Groups
SESSION 8 – Reporting back

Once the SIG topics have been listed, people circulate, signing on for any two they wish to belong to, one in each time slot. It is possible that filling in the DSD forms and working towards SIG topics may take rather longer than one and a half hours. If so, the SIGs can take place at the beginning of the next session.

SPECIAL INTEREST GROUPS: Suggested procedure:

- Spell out what exactly it is that people wish to discuss or know.
- Identify resources (printed, or provided by the organiser) or included in the knowledge and experience of the group.
- Identify ways in which you will know that you have achieved your aims.
- Arrange how to do it – all working together, in pairs, in syndicates?
- Then get on and do it.

Sessions 3 and 4

Special Interest Groups work at their own pace and in their own manner. Spaces must be found for them to work in small sub-groups and, apart from the catering requirements, they can be their own timekeepers.

Session 5

Reporting back

Each of the Special Interest Groups in turn reports on what has been achieved in the previous two sessions.

If it is a two- or three-day conference, the Special Interest Groups can be repeated several times. If the conference is very large and there are many Special Interest Groups, it may be that reporting back sessions may have to take place simultaneously in different rooms.

Another way of finding out what has been happening is to label each Special Interest Group A, B, C ... (or blue, red, green ...) and to give a number to each member, 1, 2, 3 ... As long as there are the same number in each group, the reporting back stage consists of all delegates numbered '1' forming a group and reporting, in turn, what took place in their group.

This is a more intimate form of reporting and allows debate, discussion and argument that would be too time consuming in a plenary.

Note

This self-help conference is a modified version of those held at the Further Education Staff College (FESC) at Coombe Lodge, Blagdon, to whom acknowledgement is made.

WORKSHOP OUTLINE

COMMENT

A resource register is a record of the particular knowledge, experience and skills possessed by each conference delegate. It should be compiled in advance so that a copy is available to each delegate on arrival.

In practical terms, the mere compilation of the register is not sufficient to ensure that it is built into the fabric of the conference and used extensively. Frequent reference must be made to it and its use planned carefully.

WORKSHOP PAPER

- *'Resources Register'*

WORKSHOP PAPER

FOR WORKSHOP: Building a PICKUP network: Resource register

Resource register

Title of conference ----------

Conference dates ----------

Conference theme (amplification of conference title to serve as guidance for filling in form)

Name of delegate ----------

Institution or Organisation ----------

Work address and telephone number and extension ----------

Job title ----------

[1] Special responsibilities relevant to the conference.

[2] Relevant experience.

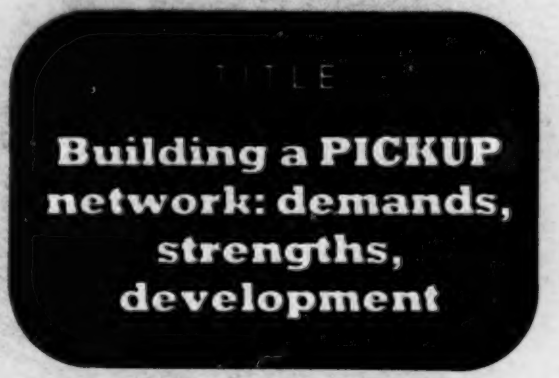
[3] Relevant knowledge (degrees, higher degrees, courses attended, training followed).

[4] Relevant skills.

[5] What I particularly want to gain from the conference.

1171

WORKSHOP OUTLINE



COMMENT

This activity can be used on its own in a staff development workshop. It is included here, as part of the longer residential conference, because it is an essential part of the process of self-awareness and serves to focus the needs of participants.

WORKSHOP PAPER

- *'Demands, strengths, development'*

PROCEDURE

Tutor allows 20 minutes for individuals to complete the *'Demands, strengths, development'* workshop paper on their own.
Individuals then put forward to the group those items which seem most capable of resolution within the framework of the conference. This will then help determine the conference programme that follows. If time allows, discussion can turn to items which must be resolved outside the conference, and suggestions gathered for how they can best be tackled.

WORKSHOP PAPER

FOR WORKSHOP: **Building a PICKUP network: demands, strengths, development**

Demands, strength, development

By yourself, complete the following boxes:

DEMANDS: What demands does your job make on you?

STRENGTHS: What strengths do you possess which enable you to meet these demands?

DEVELOPMENT: What training or professional development do you need to meet these demands?

The results of this work can be displayed as posters or summarised on a flip chart. If the results of this self-analysis are too personal to be revealed, only the most general items arising under DEVELOPMENT should be volunteered to public view. This exercise can form the first stage in drawing up a personal CONTRACT.

A·P·P·E·N·D·I·X 1

STAFF DEVELOPMENT GRID

STAFF DEVELOPMENT GRID

Factors which influence staff development

LEVELS AT WHICH CHANGE TAKES PLACE	Types of initiative	Forms of pressure	Opportunities	Rewards
PERSONAL	(A)	(B)	(C)	(D)
PEER	(E)	(F)	(G)	(H)
INSTITUTIONAL	(I)	(J)	(K)	(L)
EXTERNAL	(M)	(N)	(O)	(P)

STAFF DEVELOPMENT GRID: EXPLANATORY NOTE

The blank grid offers a framework for considering the different kinds of staff development within an institution.

The vertical axis of the grid represents the four *arenas* or *levels* at which change and development can take place:

- the *personal* level, involving the individual;
- the *peer* level, involving a group of equals, like a course team;
- the *institutional* level, involving those who determine institutional goals, senior management;
- the *external* or extra-institutional level, involving the wider academic community and professional associations.

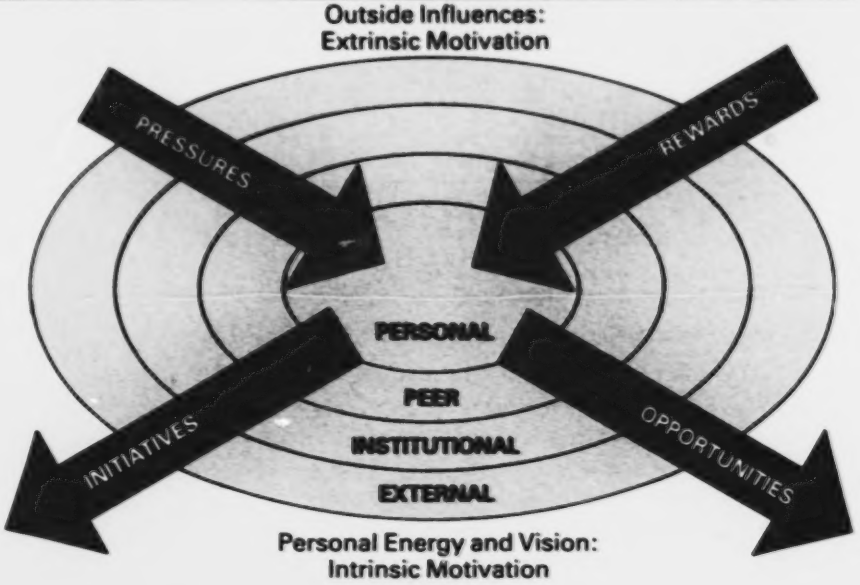
The horizontal axis of the grid represents those factors which strongly influence the effectiveness of change and development on all the levels listed above:

- the *types of initiative* which spring from individuals, groups or institutions, ideas which stimulate and give energy and imagination to others;
- the *forms of pressure* which may act as a stimulus to change or, if the pressure is too strong and too threatening, may inhibit it;
- the *opportunities* which are glimpsed and grasped by those alert to their possibilities;
- the *rewards* which may be consciously planned by managers to bring about the changes they want for their institution.

In terms of motivation theory, initiatives and opportunities are intrinsic and arise from within, and pressures and rewards are extrinsic and are imposed from outside.

HOW TO USE THE BLANK GRID

You may find it a useful exercise, alone, or with colleagues, to compile a grid that relates to your experience in your own institution. Any boxes that remain empty indicate possible gaps in the overall staff development strategy of your college or department.



The Four Arenas of Staff Development and the Motivating Factors in Job Performance

This diagram shows the four arenas in which our professional development takes place, and superimposes on those arenas the motivating factors that govern the way we handle our work.

Outside agencies may put pressure on us to perform to certain standards or may offer rewards if we do well or improve our performance. On the other hand, we may find within ourselves energy and vision to plan our own initiatives, or find opportunities that will serve as our rewards.

The boxes on pages 64-68 contain examples of answers given by staff taking part in this exercise during the project.

BOX A

Types of initiative – Personal level

- *High level of personal commitment, energy, enthusiasm, imagination and drive.*
- *An individual ethos of personal development, a wish to do something new and different.*
- *Personal ambition for career development.*
- *A personal interest in one's subject and, in particular, its application.*
- *Responsiveness to feedback, an ability to reflect and learn from experience, and to learn from client and peer comment.*
- *An interest in teaching and learning one's subject as well as researching it.*
- *Interest in entrepreneurial activities; a flair for presentation and for managing groups.*
- *A personal direct response to change, to challenge, to cuts and an awareness of changes in industry and education.*
- *Experience of outside world and current practice in industry, or a desire to become familiar with that scene, or lack of fear in the company of others who possess it.*

BOX B

Forms of pressure – Personal level

- *Draw a personal contract or set of objectives and ways of measuring whether you have achieved them. These personal and private targets will be useful in helping you achieve your goal.*
- *Your peers may expect this development of you.*
- *Your clients may expect this development of you.*
- *Your head of department may expect it of you.*
- *Your institution may expect it of you.*

BOX C

Opportunities – Personal level

- *Use of funding from the GRIST INSET pool for secondment to industry and commerce or for special projects.*
- *Good library provision of books and journals in the fields you require.*
- *Information about, and subsidy for, attending courses and conferences. If only small budget available, use staff travel and subsistence funding to defray personal cost.*

BOX D

Rewards – Personal level

- *Personal satisfaction from good classes, enthusiastic clients, good response and good results back at work.*
- *Enhanced promotion prospects because of success of PICKUP courses.*
- *Increased visibility within institutions resulting from publicity about PICKUP courses.*
- *Financial incentive, extra payment, profit sharing and funds from consultancy arising from PICKUP contacts.*
- *Contacts made in industry and commerce if applying for secondment, or ultimately changing jobs.*
- *Refreshing break from institutional patterns and policies.*
- *Increase in enrolment on both short courses and main courses.*
- *Chance to repeat successful courses – re-runs much less hard work than the first attempt – chance to improve courses on second, third and subsequent occasions.*

BOX E

Types of initiative – Peer level

- *We have to seek help from our peers because they are in the best position to offer it.*
- *The establishment of a course team, perhaps for curriculum development, provides an important forum for staff development.*
- *Team-teaching on the course provides an opportunity for feedback for individual lecturers from their colleagues.*
- *Observation and evaluation by a neutral, impartial observer is valuable.*

BOX F

Forms of pressure – Peer level

- *The requirements of a course or of curriculum development keep the course team up to the mark and help bond them as a group.*
- *A peer group with high standards in teaching and learning, with enthusiasm, energy and activity in the field, can provide an excellent climate in which to experiment. If staff on professional development courses negotiate their own syllabus, their own objectives and ways of achieving them, they will be devising their own stimulus or pressure for development.*
- *Colleagues on research committees scrutinise proposals and projects and have valuable comments to make.*

BOX G

Opportunities – Peer level

- *Open, trusting relationships make experiment non-threatening because of the encouragement and support of the peer group. The existence of a course team, of regular meetings, the need to face challenges, keep to a timetable, all help to keep staff development objectives a priority.*
- *The size of a campus and whether or not it is scattered can be important factors. A smallish campus results in improved communication and peer comment. It is difficult to remain isolated and work at a tangent in such a community.*
- *An ethos of teaching and learning leads to great openness and sharing of methods.*
- *Time may be made available for staff to attend professional development courses.*

BOX H

Rewards – Peer level

- *Enjoyment and job satisfaction from good, supportive working relationships.*
- *Esteem from one's peers.*
- *Effective teamwork forms an excellent basis for later consultancy.*

BOX I

Types of initiative – Institutional level

- *Joins with other supportive colleagues to form network within institution.*
- *Perceives own role within the institution as a valuable one.*
- *Sees staff development activity as a prerequisite of promotion. Responds to the management ethos, climate, and its interpersonal relationships.*
- *Makes good use of what the institution provides in the way of assistance and financial backing, explores routes to further development.*
- *Points out the usefulness of development to the institution.*

BOX J

Forms of pressure – Institutional level

- *Good senior management is essential.*
- *The heads of department are the key figures – they make it clear that they expect staff to develop, and support those who do so. Vice-principals are usually the members of the directorate with special responsibility for staff development and for PICKUP. They will need actual policies to implement this responsibility.*
- *Important agencies within the institution for applying pressure are: the academic board, school boards, the directorate, the head of department, departments and peers, and clients (e.g. in a course review).*
- *If there is an institutional ethos which emphasises staff development, educational development, course development and teaching and learning development, all members of the institution will be working towards a common goal.*

BOX K

Opportunities – Institutional level

- *Good senior management will always seek to provide opportunities.*
- *Funds will be available and well publicised for course and conference attendance. In-house induction and professional development courses will be a regular feature. Realistic budgets will fund external speakers to visit the institution.*
- *Creative timetabling will make a realistic time allowance for those embarking on staff development activities.*
- *Good library provision, especially of journals dealing with industry, training and management, will allow staff to keep informed.*
- *Use of other routes – research bursaries, internal secondment to work on special projects (e.g. job release scheme), top slicing funds to provide for special projects on curricular development – are imaginative ways of getting projects off the ground.*

BOX L

Rewards – Institutional level

- *The most obvious reward is promotion.*
- *Small grants may be made available for materials, equipment and travel to enable staff to complete a project. Success in their field may lead staff to earn consultancy contracts. These have a dual benefit – to the individual and the institution which employs them.*

BOX M

Types of initiative – External level

- *Form networks with people outside the institutions and experience supportive collaboration.*
- *Visit other institutions and gain ideas from their experiences.*
- *Form personal links with professional bodies by attending conferences and courses; by publishing papers; by active membership and accepting offices. Find initiative at government level and through professional bodies with which you personally identify.*
- *Accept consultancy contracts for the benefit it will bring you personally and professionally.*

BOX O

Opportunities – External level

- *Chance to leave the confines of the institution and re-enter the world of industry and commerce via secondment funded by GRIST.*
- *Opportunity to attend local, regional and national conferences and events.*
- *Contact with experts in your particular field.*
- *Opportunities to read published examples of good practice.*

BOX N

Forms of pressure – External level

- *CNAA review of institution or course.*
- *HMI visit to inspect, report and recommend.*
- *LEAs may have policies for institutions to fulfil.*
- *Professional associations may be well aware of needs for updating and may make it a requirement of membership continuing professional development.*
- *New courses and new developments required to reflect the changing role of the professionals. Stimulating changes in the system at government level, at national level.*
- *Reports of new models for teaching and learning, staff development case studies, etc.*

BOX P

Rewards – External level

- *Prestige and payment arising from consultancy work.*
- *Publication after giving paper at conference, invitations to be a major speaker at course or conference.*
- *Personal career development fostered, more opportunity for jobs where contact has been made. Known and respected locally, regionally and nationally for professional standing.*

Lecturers embarking on teaching PICKUP courses will benefit from becoming familiar with research and practical developments in the following topic areas:

- the teaching of adults;
- the psychology of learning, with particular reference to adult learning;
- teaching and learning techniques;
- training programmes in industry and commerce;
- developments in management education and training;
- motivation, in theory and practice;
- staff development, or professional development;
- educational development;
- assessment, monitoring, evaluation and appraisal schemes.

Much of what is discovered will have a double relevance:

- to the lecturers, the institutions in which they work and the problems they face in developing new ways of working;
- for the courses they organise for their clients and the problems they face in developing new ways of working.

What is right for staff is right for learners – they are *both* adults facing mid-career changes and retraining.

The resources available to help include:

- *Centres of advice and information:* councils, departments, professional associations, institutes (such as the DES PICKUP Programme, the FEU, SCED, SRHE, CET).
- In many cases, these centres issue publications, produce journals, bulletins or newsletters, hold conferences and publish occasional papers.
- *Reference books:* manuals, handbooks and encyclopaedias provide a survey of, or guide to, their field and contain suggestions for further contacts or further reading.
- *Periodicals and journals* which regularly carry articles of great relevance.
- *Books* dealing in greater detail with topics listed above.

What follows is not a complete bibliography but a reading list of titles that have proved useful and helpful over the past few years.

This resources list is in four sections:

- centres of advice and support;
- list of journals relevant to the topics;
- an annotated list of books and journal articles;
- further reading.

A·P·P·E·N·D·I·X 2

RESOURCES LIST

Association for Educational and Training Technology (AETT)
(Formerly APLET, Association for Programmed Learning and Educational Technology)
BLAT Centre, BMA House, Tavistock Square, London WC1H 9JP
Tel: 01-388 7976

A major association with world-wide contacts, it holds an annual conference, publishes the proceedings as *Aspects of Educational Technology*, produces a quarterly journal PLET and a series of monographs. Above all, it publishes the comprehensive and indispensable reference journal, the single most useful source of information, *The International Yearbook of Educational and Instructional Technology*.

British Association for Commercial and Industrial Education (BACIE)
16 Park Crescent, London W1N 4AP
Tel: 01-636 5351

BACIE covers the whole range of vocational training and runs courses, seminars and conferences on topics related to training. There are information, training and publications departments. Nine regional groups maintain contacts at local level. It publishes *BACIE Journal*.

The British Educational Research Association (BERA)
Scottish Council for Research in Education
15 St John Street, Edinburgh EH8 8GR
Tel: 031-557 2944

Established to promote educational research and in particular to disseminate its findings to educationalists at large.

The Educational Resources Information Center (ERIC)
National Institute of Education (Central ERIC),
Dissemination and Improvement of Practice Program,
1200 19th Street NW, Washington DC 20208

ERIC provides ready access to published and unpublished literature on education. ERIC also offers computer online retrieval and search services into its bibliographic database. A full description of the services available is in the *International Yearbook of Educational and Instructional Technology*.

Further Education Research Association (FERH)
c/o Crawley College of Technology, College Road
Crawley, West Sussex RH1 1NR
Tel: 0293 515537
Secretary: Dr Ian Clements

Research related to FE, such as student learning, the curriculum, and staff development.

Further Education Staff College (FESC)
Coombe Lodge, Blagdon, Bristol BS18 6RG

Maintains specialised files for information. Runs courses on all aspects of staff development or college management throughout the year. Publications include Coombe Lodge Reports, numerous bibliographies on many aspects of open learning and other developments in further education, and many monographs.

Further Education Unit (FEU)
Elizabeth House, York Road, London SE1 7PH
Tel: 01-934 9416

Established in 1977 to act as an advisory, intelligence and development body for further education. Activities include: reviewing the range of existing curricula – determining priorities and suggesting improvements – disseminating FE curriculum information. Commissions research projects on curriculum studies, development and evaluation and publishes the results. It is very involved in the PICKUP programme and sponsors research projects and publishes findings relating to PICKUP work.

A list of the Unit's publications, many of which are free of charge, is available from the address above.

The Industrial Society
3 Carlton House Terrace, London SW1Y 5DG
Tel: 01-839 4300

An active and prolific advisory and training body in management and industrial relations. Has a thriving consultancy practice and publishes books, pamphlets and audio-visual materials in the training field.

Industrial Training Boards
Now reducing in number since the cessation of the Industrial Training Levy.

Individual boards represent each industry, e.g. Construction, Hotel and Catering, Road Transport, Agriculture.

Institute of Training and Development
5 Baring Road, Beaconsfield, Buckinghamshire HP9 2NX
Tel: 04946 3994

The institute represents its membership of professional trainers. It awards a certificate and a diploma of training and training management and offers consultancy in the form of Trainer Support Services. It publishes the journal *Training and Development*.

MARIS
Bank House, 1 St Mary's Street, Ely
Cambridgeshire CB7 4ER
Tel: 0353 61264

MARIS is the Materials and Resources Information Service. It holds computer databases of open learning packages and open learning resources. These databases can be accessed online. It also publishes booklets of extracts from the database under subject headings.

MARIS Scotland
74 Victoria Crescent Road, Dowanhill, Glasgow G12 9JN
Tel: 041-354 9314 ext 223 or 275

MARIS Scotland has been set up to provide open learning information for trainers in Scotland. In addition, it provides an access point for the other services offered by the Open Learning Unit at SCET.

National Association for Staff Development in Further and Higher Education (NASD)
Secretary: Mr D Scott, 30 St Helena Road, Colchester, Essex CO3 3BA
Tel: 0206 571258

An association for those concerned with staff development in FHE training. It publishes a journal and holds two conferences a year.

National Council for Educational Technology (NCET)
3 Devonshire Street, London W1N 2BA
Tel: 01-580 7553

This is the central organisation for promoting the application and development of educational technology at all stages of education and training throughout the UK.

Publications include: *CET News*, *British Journal of Educational Technology*, CET Information Sheets and numerous occasional papers, working papers and information guides, etc. It also operates the Prestel Umbrella for Education and Training which aims to promote the use of Prestel at the lowest possible rate to a wide range of organisations.

National Extension College (NEC)
18 Brooklands Avenue, Cambridge CB2 2HN
Tel: Cambridge (0223) 316644

NEC publishes open learning packages and provides a learner support service and a materials distribution service. Over 120 courses and over 300 titles are currently available. NEC is engaged in open learning production and support and runs a full consultancy and contract production service.

National Foundation for Educational Research in England and Wales (NFER)
The Mere, Upton Park, Slough, Berkshire SL1 2DQ
Tel: 0753 74123

An independent research institute specialising in research in education and in educational psychology. The NFER-Nelson publishing company (Darville House, 2 Oxford Road East, Windsor, Berkshire SL4 1DF) produces research reports, a register of educational research, a bulletin, journal and newsletter. The Test Department maintains a library of standardised tests which it will sell to bona fide applicants.

National Institute for Careers Education and Counselling (NICEC)
Balls Park, Hertford, Hertfordshire SG13 8QF
Tel: 0533 551451

This association has a project funded by the MSC on counselling students on open learning courses at all stages of pre-entry, enrolment, during open learning and at exit from courses.

National Institute of Adult Continuing Education (NIACE)
19b De Montfort Street, Leicester LE1 6GE

The association for those concerned with adult and continuing education.

Open University
Walton Hall, Milton Keynes MK7 6AA
Tel: 0908 566744

The Open University was set up to provide higher education by home-study methods for adults. The large range of specially written texts and the accompanying course readers have sold widely throughout the world and many institutions purchase sets to form the basis of their own resource-based learning courses.

OTSU Ltd.
1 Ashfield Terrace, Ryton, Tyne and Wear NE40 3LB
Tel: 091-413 7411

OTSU Ltd. is a training agency specialising in helping organisations plan, develop and implement open learning systems. A national network of consultants gives OTSU Ltd. access to expertise in all aspects of open learning. In addition to 'tailor-made' programmes, OTSU Ltd. provides other services such as open workshops covering many open learning areas training materials to support trainers, and a consultant referral service.

The PICKUP Programme
Department of Education and Science, Elizabeth House, York Road, London SE1 7PH
Tel: 01-934 9000

An enquiry office, a publications department and the offices of Programme Manager are at Elizabeth House. In addition there are ten regional development agents covering the whole of England and Wales who foster and co-ordinate PICKUP activity in their region.

Full details are regularly published in *PICKUP in Progress*, a bulletin available free of charge.

There is also the PICKUP Short Course Directory; a database of all short courses, available on a microfiche format. Applications to have a course listed in the directory should be sent to them.

Further PICKUP publications are available either from the FEU PICKUP Office, DES, Elizabeth House or from any of the regional development agents.

There is also a training package, *Marketing PICKUP*, produced by the Wigan College of Technology with multiple copies of materials included, designed to be used by groups of staff.

Society for the Advancement of Games and Simulation in Education and Training (SAGSET)
Centre for Extension Studies, University of Technology, Loughborough, Leicestershire LE11 3TU
Tel: 0509 63171 ext 213

An association for anyone interested in using these learning techniques. Through Kogan Page, it publishes books on topics related to gaming, simulations and role-play, a quarterly journal, and a series of volumes in conjunction with the University of Alabama. It also holds conferences and seminars.

Standing Conference on Educational Development (SCED – formerly SCEDSIP)

SCED is a national network in HE which holds two residential conferences a year, regional seminars and one-day conferences, and publishes occasional papers, books and pamphlets on topics relating to educational development and staff development. This association covers polytechnics and colleges/institutes of higher education and has strong links with many bodies in higher education in providing educational and staff development.

Chair: Mike O'Neill, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Tel: 0602 416248

Secretary: Diana Eascott, Birmingham Polytechnic, Perry Barr, Birmingham B42 2SU. Tel: 021-331 5382

Publication details from: R G Farmer, Education Development Unit, Birmingham Polytechnic, Perry Barr, Birmingham B42 2SU. Tel: 021-331 5380

SCED also issues a bulletin giving notice of future activities, reviewing books and teaching materials. Details from the Editor: Lesley Smith, Educational Development Unit, Kingston Polytechnic, Kingston Hill, Kingston KT2 7LB. Tel: 01-549 1141 ext. 378

Scottish Council for Educational Technology (SCET)
74 Victoria Crescent Road, Downhill, Glasgow G12 9JN

SCET is the Scottish counterpart of the Council for Educational Technology. It is notable for its Open Learning Unit which runs workshops, produces a series of open learning papers (most of which are free) and houses MARIS Scotland.

Scottish Training and Support Unit (SCOTTSU)
Northern College of Education, Gardyne Road, Dundee DD5 1NY
Tel: 0382 453433

SCOTTSU Training Services provide support for the setting up and development of appropriate open learning systems, in this country and abroad. With practical experience in most aspects of open learning SCOTTSU consultants are able to offer advice, consultancy and training in the form of seminars, workshops, or courses – many of them distance learning courses – as well as tailor-made provision in management and staff development.

Society for Research into Higher Education (SRHE)
University of Surrey, Guildford GU2 5XH
Tel: 0483 39003

The Society promotes research into teaching and learning at university level, publishes books and research reports, holds conferences and publishes conference proceedings. In particular, it produces *Research into Higher Education Abstracts* which is a major reference tool for those interested in higher education.

Training Commission
Moorfoot, Sheffield S1 4PQ
Tel: 0742 753275

The major government agency concerned with training at a national level. Has many publications and funds many large-scale projects.

The two abstracting services most relevant to PICKUP work are:

- **Anbar Abstracting Service, which covers the fields of personnel and training as well as accounting and data processing, marketing and distribution, top management, work study and O&M. (Marked 'A' on list below.)**
- ***Research into Higher Education Abstracts*, published by the Society for Research into Higher Education (SRHE). (Marked 'R' on list below.)**

Below is a list of journal titles in which articles of interest are most likely to be found. There has been no attempt to include journals dealing with subject specialisms because lecturers will know the publications in their own field. Relatively few journals from abroad have been included, usually those most likely to be found in libraries in this country. All of them are available through the British Library and are listed in their catalogue *Current Serials Received*.

ACID Journal (Journal of the Association of Colleges Implementing Diploma of Higher Education Programmes)	R
Adult Education (National Institute of Adult Education)	R
Adult and Continuing Education Today (USA)	R
American Educational Research Journal	R
Assessment and Evaluation in Higher Education	R
BACIE Journal (British Association for Commercial and Industrial Education)	A/R
British Educational Research Journal	R
British Journal of Administrative Management	A
British Journal of Educational Psychology	R
British Journal of Educational Studies	R
British Journal of Educational Technology	R
British Journal of Industrial Relations	A
British Journal of Psychology	R
British Journal of Sociology of Education	R
Bulletin of Educational Development and Research	
Bulletin of Educational Research	R
Business Graduate	A
Business Horizons (USA)	A
Coombe Lodge Report	R
CORE (Collected Original Resources in Education)	R
Economic and Social Research Council Newsletter	R
Education and Training	A/R
Educational Policy Bulletin (Institute for Research and Development in Post-Compulsory Education)	R
Educational Research	R
Educational Review	R
Educational Services Unit Bulletin	R
Educational Studies	R
Engineering Education	
Evaluation Newsletter	R
Higher Education	
Higher Education Current Awareness Bulletin	R
Human Resource Management (USA)	A
IEE Proceedings – Part A (The Institution of Electrical Engineers)	A/R
Industrial and Commercial Training	A
Industrial Society	A
International Small Business Journal	A
Journal of Education for Teaching	
Journal of European Industrial Training	A
Journal of Further and Higher Education	R
Journal of Higher Education (USA)	
Journal of Management Development	A
Journal of Management Studies	A
Journal of Occupational Psychology	A
Journal of the Operational Research Society	A
Journal of Research and Development in Education	
Journal of Society of Research Administrators	
Management Education and Development	A
Management in Industry	A
Management Today	A
Personnel (USA)	A
Personnel Review	A
Personnel Management	A
Programmed Learning and Educational Technology	R
Research and Development in Higher Education (Australia)	R
Research in Education	R
Scottish Journal of Adult Education	R
Studies in Adult Education (Society for Research into Higher Education International Newsletter)	R
Studies in Higher Education	
Teaching at a Distance (Open University)	R
Times Higher Educational Supplement	R
Times Educational Supplement	R
Training	R
Training and Development	A
Training and Development Journal (USA)	
Training Officer	A
Vocational Aspect of Education	R

Books

ABERCROMBIE, M J
***Aims and Techniques of Group Teaching* (4th edn.)**
(SRHE Guildford, 1979)
A classic text on the subject of group teaching, underpinning all later work on the subject.

Adults: Their Educational Experience and Needs
(Advisory Council for Adult and Continuing Education, 1982)
This report consists of an analysis of a large-scale survey of adult education involving 2,500 adults. It states there is a widespread demand for opportunities to learn new knowledge and skills, which should be set against the present Government's cuts in adult education.

BAZALGETTE, J
Leadership in Learning – Reflexive Learning of a Staff Group in FE
(Further Education Unit, 1981)
A detailed account of the staff development resulting from the presence of a trained neutral observer in staff meetings. He was able to asist the staff to see what implicit attitudes and beliefs underlay their handling of the practical details of a particular course and to make them explicit. An interesting case study for the side effects of neutral intervention, including one which led the students to organise parallel meetings for themselves.

BEARD, R and HARTLEY, J
Teaching and Learning in Higher Education
(Harper Education Press, 1984)
This compendium of useful information is updated to present a realistic picture of higher education today. It covers the background to teaching and learning, the psychology of learning, a section on being a student, a section on being a lecturer, and a final chapter on evaluation.

BELBIN, E, DOWNS, S and PERRY, P
How do I Learn?
(Further Education Unit/Longman, 1981)
This report contains a review of learning theories in the preface, followed by a simple classification system for the different types of learning task, with suggested strategies for each type. Excellent learning materials are included which can be used as they are or adapted for different audiences.

BILLING, D
The Role of Staff Development
Occasional Paper No. 6 (SCEDSIP, 1982)
An overview of staff development with particular reference to polytechnics. It contains a useful breakdown of all the elements involved in the concept of staff development and for which staff may need training.

BLIGH, D A
What's the Use of Lectures?
(Penguin, 1971)
Probably the most well-known plea for serious consideration to be given to other forms of teaching (and of learning) than the ubiquitous lecture.

BOUD, D (ed.)
Developing Student Autonomy
(Kogan Page, 1982)
A collection of examples from different countries showing ways in which students can take responsibility for any part, or indeed all, of their learning. Detailed descriptions of whole degree courses (in medicine) conducted by the students, student mentors, tutorless groups, and many other techniques – an immensely stimulating book.

BOWER, G H and HILGARD, E R
Theories of Learning
(Prentice-Hall, Englewood Cliffs, 1981)
A standard text on learning theory which includes detailed and rather technical descriptions as well as critical evaluations of each one. Very thorough and sometimes rather difficult to read.

BRADLEY, J, CHESSON, R and SILVERLEAF, J
Inside Staff Development
(NFER-Nelson, 1983)
A study of staff development in theory and in practice in several further education colleges. A useful introductory discussion of what is meant by staff development.

BREWER, I M
Learning More and Teaching Less
(SRHE and NFER-Nelson, 1983)
A meticulously planned conversion of a plant anatomy course into independent learning mode. Every stage of the conversion process is documented and amendments to the original design explained. Student reactions and performance are recorded and evaluated.

BROWN, G
Lecturing and Explaining
(Methuen, 1978)
A comprehensive study of the most common form of higher education – the lecture. Different styles are identified, together with the strengths and weaknesses of each one and its implications for student learning. Certain styles are clearly more effective than others. Ways of improving lecturing styles by staff development workshops and other training methods are clearly explained.

BROWN, G and ATKINS, M
Effective Teaching in Higher Education
(Methuen, 1988)
An excellent self-study guide for staff on teaching, learning, research supervision and related topics. Don't go anywhere without it!

BROWN, G and BAKHTAR, M (eds)
Styles of Lecturing
(Loughborough University, 1983)
Very useful study of different styles of lecturing in higher education, with video available.

BUCHANAN, D and HUCZYNSKI, A A
Organizational Behaviour: An Introductory Text
(Prentice-Hall International UK Ltd., 1985)
An extremely thorough, interesting, easy to read and stimulating guide to understanding organizational behaviour. Of particular relevance are the chapters in Parts 1 and 2 which describe the individual and the group in relation to the organisation. Staff in academic institutions may not be used to thinking of themselves as members of organisations but of an academic community. The insights afforded by this book will help them achieve what they need to achieve within an institutional setting.

CHADWICK, A and LEGGE, D (eds.)
Curriculum Development in the Education of Adults: A Manual for Practitioners
(Further Education Unit, 1984)
A useful and straightforward set of guidelines for developing, reviewing and evaluating educational programmes for adults. Though it refers to adult education, it could be adapted for PICKUP courses.

COLLIER, K G

The Management of Peer-Group Learning: Syndicate Methods in Higher Education

(SRHE AND NFER-Nelson, 1983)

Syndicate learning is a method by which a class is subdivided into small groups, each of which performs a task, possibly using resources made available by the tutor who does not take part in any syndicate's activity. The work of each of the syndicates contributes towards the work of the class as a whole. The results are increased motivation and commitment, active learning, emphasis on higher order intellectual skills and skill in communication and co-operation.

ELLINGTON, J E

The Winning Trainer

(Gulf, Houston, Texas, 1984)

300 pages of participative techniques, including a section 'If you *must* lecture . . .' plus 91 appendices of training tools.

ENTWISTLE, N and RAMSDEN, P

Understanding Student Learning

(Croom Helm Ltd., 1983)

A five-year research programme into student learning at the University of Lancaster replicating studies that have been carried out in other countries is described here. The students' perception of how they learn and how they select strategies to cope with the demands of varying courses and departments is considered, followed by the implications and policy issues.

EVANS, N

Exploiting Experience

(Further Education Unit, Longman, 1984)

A pamphlet suggesting ways in which the learning and competences that exist in the workforce can be systematically assessed. Such information can provide a firm foundation for subsequent assessment of updating needs and for appraisal schemes.

FREELING, P and BARRY, S

In-Service Training

(NFER-Nelson, 1982)

A high-level and thorough description of a most carefully planned in-service training exercise for doctors. The course they designed was the model of the training course the doctors would later be running for junior doctors in their region. The conduct of the whole exercise has many parallels for staff development activity in higher education.

FEU/PICKUP Staff Development Programme

(Longman, 1986)

Of all the publications in the Resources List, this is the most useful, comprehensive and relevant. It draws on educational, management and training theory and practice. It profits from the experience of the Open University in teaching adults and its expertise in the design of open learning materials. It gives a detailed picture of the practical knowledge gained by the polytechnics in the marketing, designing and providing of PICKUP courses. It can be read with profit by the subject lecturer, or by staff in finance, administration or senior management.

It consists of five modules:

1. Relations with clients
2. Adult learners and PICKUP
3. Curriculum design and delivery for PICKUP
4. Administration of PICKUP programmes
5. Staff development for PICKUP

It is accompanied by two audiotapes:

1. Experiencing PICKUP
2. Interviewing

and a Studyguide Workbook.

This comprehensive package can either be read conventionally or, with the help of the exercises in the Studyguide, worked through by individuals or groups as a training exercise. It is an excellent open learning package and model of those elements of instruction which it so clearly describes.

GARRY, A and COWAN, J

Continuing Professional Development: A Learner-Centred Strategy

(Further Education Unit, 1986)

This project concerned the setting up of continuing professional development provision for mid-career engineers in the construction industry. The emphasis lay in developing a new style of learning activity which more accurately defined and provided for the needs of the participants. Experiential learning, a learning contract, monitoring and evaluation were considered essential features of the project. Motivation and the formation of self-help groups were slower to develop than anticipated, and the reasons for this are explored.

GIBBS, G

Teaching Students to Learn

(Open University Press, 1981)

A detailed discussion of learning theories and their implication for teachers and students in higher education, plus useful exercises and workshop materials which allow students to focus on their own learning processes. All the activities work extremely well, even with very large groups.

GRAY, J L and STARKE, F A

Organizational Behaviour

(Charles E Merrill Publishing Company, 1984)

A compendium of the most recent thinking on organizational behaviour. Of particular relevance are the sections on communication, particularly within groups, and on which communication flow patterns facilitate the transfer of various kinds of information.

GUTHRIE, E R

The psychology of learning

(Harper & Row, New York, 1963)

The authors' analysis of a number of learning situations and comments on the theories of others.

HABESHAW, S, HABESHAW, T and GIBBS, G

53 Interesting Things to do in Your Lectures

(Technical and Educational Services, 37 Ravenswood Road, Bristol BS6 6BW, 1984)

A compendium of active, interactive and participative ways of making lecturing an effective learning tool. The reasons behind each of the suggestions are clearly explained and it is thorough and creative enough to be a complete teacher training course in itself.

HABESHAW, S, HABESHAW, T and GIBBS, G

53 Interesting Things to do in Your Seminars and Tutorials

(Technical and Educational Services, 37 Ravenswood Road, Bristol BS6 6BW, 1985)

A companion volume to the one on lectures covering ways to make seminars and tutorials more effective and to avoid the danger of their being dominated by the tutor. The suggestions can all be implemented easily and quickly and have been used by the authors over many years.

HABESHAW, S, HABESHAW, T and GIBBS, G

53 Interesting Ways to Assess Your Students

(Technical and Educational Services, 37 Ravenswood Road, Bristol BS6 6BW, 1985)

The third volume in the series which now turns its attention to the variety of assessment methods.

HARRI-AUGSTEIN, S, SMITH, M and THOMAS, L

Reading to Learn

(Methuen, 1982)

A detailed account of the various elements of the reading process with techniques for separating out and practising each of these elements. Better understanding, and ultimately better learning, of what is read can be achieved by this awareness of, and control over, the reading process.

HARRIS, D and BELL, C
Evaluating and Assessing for Learning
(Kogan Page, 1986)
A consideration of the new roles for learner and teacher and the place of evaluation in the changed scheme. Very straightforward and helpful coverage, illustrated with case studies.

HARTLEY, J
Designing Instructional Text
(Kogan Page, 1985)
A useful introduction to layout, good typography and clear writing when producing learning materials.

HILL, W F
Learning: A Survey of Psychological Interpretations (4th edn.)
(Harper & Row, New York, 1985)
A thorough, scholarly and detailed review of all major learning theories, suitable for anyone wishing to pursue in much greater depth any of the theories summarised in articles, chapters or sections of teaching and learning manuals.

HILL, W F
Principles of Learning: A Handbook of Applications
(Mayfield, Palo Alto, California now distribute this book, originally published by Alfred. Sherman Oaks, California, 1961)
Short, easy-to-follow survey of learning and motivation, with particular attention to practical and potential applications.

HUCZYNSKI, A A
Encyclopaedia of Management Development Methods
(Gower Press, 1983)
A useful survey for someone outside management for the techniques and tools in use in training.

JAQUES, D
Learning in Groups
(Croom Helm, 1984)
An excellent survey of the theory of learning in relation to the group, plus a most detailed account of different group activities, together with the advantages and disadvantages of each one. A most thorough treatment of the subject.

MACK, D and MATHESON, C
Making Conferences Work
(An STD programme, Loughborough University, Loughborough, Leicestershire LE11 3TU)
A booklet and checklist, presented as a 'thumb book' with every item or action to be considered at each stage of conference planning. They also have a checklist for every kind of conference style and believe firmly that it is planning and organisation that make or break a conference.

MARSHALL, L A and ROWLAND, F
A Guide to Learning Independently
(Oxford University Press, 1983)
Mature students returning to study are particularly catered for in this guide to learning skills for those entering higher education.

MORRIS, A
Writing Study Guides
(Council for Educational Technology)
Now out of print but possibly in your college library. A simple and straightforward guide to the construction of the quickest form of independent learning material – a study guide to accompany a textbook.

MUMFORD, A (ed.)
Action Learning
(MCB University Press, 1986)
More reports on action learning, compiled by an experienced and prolific writer on management topics.

OPPENHEIM, A N
Questionnaire Design and Attitude Measurement
(Heinemann, 1966)
Not a new book but still much in use as a classic coverage of the field. Cautionary reading for those who think questionnaires are born of common sense.

OSBORNE, C (ed.)
International Yearbook of Educational and Instructional Technology
(Kogan Page)
There has been one issue of this invaluable guide every year since 1976. It has changed in format over the years and now includes, in addition to the expected reference material, introductory articles on current trends, projects and developments, resources in educational technology, centres of activity, producers and distributors of audio-visual software and hardware.

PETERS, T J and WATERMAN, R H
In Search of Excellence
(Harper & Row, New York, 1982)
An extremely popular and stimulating book taking a fresh look at management – frequently quoted and referred to in journal articles.

PFEIFFER, J W and JONES, J E
A Handbook of Structured Experiences for Human Relations Training
(University Associates Press, 1971)
A classic collection of workshop activities for a great range of purposes, with clear instructions for the organiser and all necessary workshop materials.

REVANS, R W
Action-Learning: New Techniques for Management
(Blond & Briggs, London, 1980)
A useful overview of action learning.

ROGERS, J
Adults Learning
(Open University Press, 1979)
A detailed and comprehensive treatment of the learning processes of adults, based on long experience in both adult education and higher education.

SINGLETON, A
Poster Sessions: A Guide to Their Use at Meetings and Conferences
(Oxford Elsevir International Bulletins, 1984)
A comprehensive guide to all aspects of poster sessions.

TEATHER, D C
Staff Development in Higher Education
(Kogan Page, 1977)
An international review and bibliography, giving the reader a comparative study of concepts and practices of staff development in different countries.

WRIGHT, J
Learning to Learn in Higher Education
(Croom Helm, 1982)
A useful survey of all the attempts to help students take charge of their own learning, with details on the chief movements and their practitioners. A useful source book.

Journal articles

ANSELLO, E F

'Mature learners and the need to know'
in *Contemporary Educational Psychology* 7 (2) 1982 (pp. 139-151)

The need to know is one of the basic human needs, along with our physical needs, the need for security and the need to belong, according to Maslow. This explains the flourishing of adult community education programmes. Yet higher education is youth oriented. It needs to support much more widely the adult's need to know, as this article explains.

ARMSTRONG, M and BOUD, D

'Assessing participation in discussion: an exploration of the issues'
in *Studies in Higher Education* 8 (1) 1983 (pp. 33-34)

As participation in group discussion is increasingly seen as an important skill to foster in higher education, there has been debate about the possibility of assessing student performance. The issues involved in such assessment, plus the reasons for using group discussion, its limitations and ways of increasing its effectiveness, are considered.

AUSUBEL, D P

'The use of advance organisers in the learning and retention of meaningful verbal material' in *Journal of Educational Psychology* 51 1960 (pp. 267-272)

CARLISLE, K E

'Learning how to learn'
in *Training and Development Journal* Vol. 39 No. 3 (p. 75), March 1985

Describes four day study skills programme inserted prior to the beginning of the training course. Identifies four typical learning strategies, gives advice on taking tests and comments on course evaluation.

CHIRTON, M

'Study skills sessions with mature students'
in *Bulletin of Educational Development and Research* 26 1983 (pp. 13-18)

Study skills sessions for mature students and their relationship to wastage rates from part-time day release courses are considered, and emphasis given to their beneficial effects in promoting feelings of group solidarity.

CROSS, J

'Salesmanship, lifemanship and a dash of one-up-manship'
in *The Guardian* 25 January 1983

Polytechnics are not putting on as many PICKUP courses as the DES had hoped; those that have have been technical colleges and those with a strong existing provision. Should polytechnics radically transform themselves, work a 52-week year, speed up the procedures for course design and validation, and rethink staffing ratios for the institutions?

DALOISIO, T and FIRESTONE, M

'A case study in applying adult learning theory in developing managers'
in *Training and Development Journal* 37 (2) Feb. 1983 (pp. 73-78)

The Competency Program offered by the American Management Associations is designed to help graduate managers to become more effective. The student draws up a learning contract and designs a personal system of learning in line with his/her learning preferences. He/she has to develop certain skills but can do so in any way that is helpful.

DONALD, J G

'Knowledge structures: methods of exploring course content'
in *Journal of Higher Education* 54 (1) 1983 (pp. 31-41)

A careful analysis of key concepts in a discipline and a study of the way those concepts are linked or related can help lecturers to teach and students to learn the subject more effectively. The concepts and the way they are related, and therefore the kind of thinking needed, should be spelled out to students in advance to provide them with a framework to assist in understanding and learning. Lecturers can improve the design of their courses if they analyse key concept relationships.

EVANS, J C P

'A model for developing training courses and materials'
in *Training and Development* 2 (9) January 1984 (pp. 14-18)

Distance learning materials used in training senior oil rig managers were reshaped into a more effective learning package. Both the materials themselves and the way in which they were managed were considered in the light of a particular model chosen to achieve this aim. The success of the project was evaluated by observing the model in action.

HEBRON, C de Winter

'Some problems and pleasures of teaching part-time management studies'
in *Studies in Higher Education* 9 (2) 1984 (pp. 169-181)

An interview survey of 50 teachers of part-time management courses revealed that staff felt that part-time teaching was undervalued by their institutions and that both staff and students felt a cognitive dissonance between college and work.

HEBRON, C de Winter

'Can we make sense of learning theory'
in *Higher Education* 12 (4) August 1983 (pp. 443-462)

There are many different theories or models of learning, each with its own terminology and methodology and implications for teaching and learning. These can all be related to one another and included in an all-embracing meta-model or cognitive map. This in turn has implications for teaching, learning and course design.

HOLLINSHEAD, B and KELLY, M

'A case study in staff development'
in *Higher Education* 8 1984

An account of an investigation into effective work placement procedures for students, the results of the investigation and the changes proposed, the staff development that resulted and further research that followed: a simple initial decision brought about far-reaching changes that had influence eventually at a national level. A useful analysis of what actually brings about change in people, practices and institutions.

HORLOCK, J

'BACIE Special National Conference: Continuing Education – its future in the service of the world of work. A view from the universities.'
in *BACIE Journal* 37 (9) Nov/Dec 1982 (pp. 339-340)

The Open University Continuing Education Programme is designed to provide mid-career courses in vocational education, with the emphasis on distance learning provision. The recognition that professionals need to update has been slow to receive adequate support; the Government should not insist rigidly on self-financing programmes; and new structures and delivery systems will be necessary.

KOEHORST, P and VERHOEVEN, W

'Effectiveness and efficiency in industrial training'
in *Journal of European Industrial Training* Vol. 10 No. 3 1986 (p. 20)

Now that training is more than ever devoted to achieving the goals of the organisation and not just to the satisfaction of the employee, it is particularly important to know when training is likely to be ineffective. Most of the failures are seen to be in wrong identification of training needs and lack of motivation of trainees.

McCONALOGUE, T

'Goal-setting: How to develop successful goal-orientated managers'
in *Journal of European Industrial Training* Vol. 10 No. 3 (p. 23)

An interesting article on goal-setting that applies equally to course design and to self-development plans.

McKEACHIE, W J

'Student anxiety, learning and achievement'
in *Engineering Education* 73 (7) 1983 (pp. 724-730)

Students who are excessively anxious have difficulties in the initial learning phase. A course in learning how to learn was devised but the anxious students felt reluctant to try new techniques.

MAGIN, D J

'Collaborative peer learning in the laboratory'
in *Studies in Higher Education* 7 (2) 1982 (pp. 105-117)

Students on an experimental engineering course were observed in collaborative learning activities during their laboratory-based group projects. The students were asked as part of their project to decide how to define the task and to determine how to proceed at each stage. This was seen as a key feature in fostering extensive collaborative peer learning. It was recommended that all projects have such a problem at the outset which will involve the group in extensive deliberations before proceeding.

O'NEILL, P

'The design and use of case studies'
in *Training Officer* Vol. 20 No. 11, Nov. 1984 (p. 343)

This article considers the construction and fitness for purpose of case studies.

OZIGWEH, Y

'Puzzles or problems? Cutting through the manager's dilemma'
in *Business Horizons* May/June 1985 Vol. 28 No. 3 (p. 69)

An interesting and fresh look at problem solving, distinguishing it from puzzle solving to which there is one correct solution. Problem solving, however, may involve a much wider exploration of the background to the problem, lateral thinking for solutions, and the awareness that fresh problems may be created by the proposed solution.

PRYER, R and MAYO, A

'A fresh approach to performance appraisal'
in *Personnel Management* June 1985 (p. 37)

Most performance appraisal schemes have been defined as either 'dominating' or 'abdicating'. This article describes four participative styles that could be used as self or peer evaluation processes.

RICHARDSON, J and BENNETT, B

'Learning how to learn'
in *Journal of European Industrial Training* (JEIT)
Pt I in Vol. 8 No. 1 (p. 3)
Pt II in Vol. 8 No. 3 (p. 5)
Pt III in Vol. 8 No. 4 (p. 3)

A detailed and thorough description of applying the learning cycle – experience, reflection, conceptualising, experimentation – to a management training programme. Great emphasis was given to identifying the preferred and non-preferred styles of learning and to finding ways to develop previously non-preferred styles. A parallel cycle of learning blocks was identified (also known as 'discounts') and ways of overcoming each of the blocking stages was explored.

The way in which each manager's organisation functioned, and indeed the role of education and training in western industrialised society, were both explored in terms of the same learning cycle, and similar blocking or discounting processes were found to be at work.

ROSKIN, R

'Experiential-based learning for management development'
in *Journal of Management Development* Vol. 3 No. 2 (p. 17)

This study describes the use of simulated real-life events and examines how and why such simulations work, plus the necessary pre-conditions for using them successfully. It considers six approaches to the simulations, discusses group dynamics and video feedback, and tabulates the strengths and weaknesses of the approach.

ROTHWELL, W I

'Curriculum design for management training'
in *Journal of Management Development* Vol. 3 No. 3 (p. 39)

The article suggests that the training curricula for management must be tied to the organisation's strategic plan for development.

SMITH, B R

'Learning difficulties of part-time mature students'
in *Journal of Further and Higher Education 7 (3) Autumn 1983 (pp. 81-85)*

A survey of 162 part-time students and of 53 of the lecturers who taught them revealed that the learning difficulties evidenced by the students, especially the older ones, could have been alleviated by lecturers catering for the poorly developed communication skills of the students.

SMITH, B

'Diagnosing optimum learning situations'
in Journal of European Industrial Training (JEIT) Vol. 10 No. 3 1986 (p. 3)

An extremely interesting and useful article proposing a model of the integral learner and suggesting that both the extremes of the immature and the mature learner might welcome didactive teaching, though those of medium maturity would benefit from experiential learning. Learners may vary in the extent to which they can apply knowledge. These variations can be tabulated via a diagnostic cube and, as they are distributed across it, the method of teaching adjusted accordingly.

SPREHARSKY, C J

'Understanding the adult learner: implications for effective teaching of proposal preparation skills'
in *Journal of Society of Research Administrators* **16** (2) (pp. 31-36). Available ABI/INFORM

There is evidence of unintentional but real age discrimination against the adult learner by the educational institution, by the instructor and/or by the fellow students. Instructor awareness and the development of compensating schemes can increase the chance of success of the adult learner. Self-correcting materials, elimination of formal exams, group discussions, case studies, role-play and individual instruction all have a significant part to play.

TAI, V

'Update on participative training methods'
in *Journal of European Industrial Training* (JEIT) Vol. 9 No. 7, 1985

A very helpful summary of why we use participative training methods, the learning theory implicit in them, seven elements which should be incorporated into any activity, the most suitable uses for such activities, and the qualities of good facilitation.

TOLLEY, G

'Mid-career education: the priority need of the 80s'
in *BACIE Journal* 37 (9) Nov/Dec 1982 (pp. 343-345).

Colleges, polytechnics and universities are not providing enough mid-career training courses yet because they are still oriented to providing initial education to degree level; there is no widely identified need or demand for updating and retraining; the start-up cost of introducing such courses is high and many of the lecturing staff have not the requisite skills to conduct such courses.

ZEMKE, R and ZEMKE, S

'30 things we know for sure about adult learning'
in *Training* 18 (6) (pp. 45-52). Available ABI/INFORM

Studies of adult learners reveal that their motivation to learn is based on a desire to cope with life changes, and increased self-esteem and pleasure are of secondary importance. Adults prefer self-direction but not isolation. In the classroom, the instructor's role is to control and manage the group. The learning activities before and following up the course help focus what is learnt in class and to transfer what is learnt beyond it.

BOOKS

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Effective Time Management
(Pan, 1982)

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(Pan, 1983)

Effective Teambuilding
(Pan, 1986)

ANNETT, J
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(Penguin, 1969)

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2nd edn. (Penguin, 1974)

BURGOYNE, J *et al*
Self-Development: Theory and Application for Practitioners
(Management Development Series – Association of Teachers of Management, 1978)

COX, S (ed.)
Mid-career Training and Retraining (SCEDSIP, 1981)

DYAR, D A and GILES, J G
Improving Skills in Working with People: Interaction Anaylsis
(Training Information Paper No. 7, MSC, 1974)

ELLIOTT-KEMP, J and WILLIAMS, G
Improving Your Professional Effectiveness
(Guidelines in Education and Management Series – Sheffield City Polytechnic, PAVIC Publications)

ELTON, L
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(Kogan Page, 1987)

EVANS, N
Curriculum Opportunity: A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses
(FEU, 1983)

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(FEU, 1985)

FLOWER, F and BROWN, H (eds.)
The Industrial Tutor: Reflections and Developments
(Coombe Lodge, FESC, 1984)

FONTANA, D
Psychology for Teachers
(Macmillan, 1981)

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(SCEDSIP, 1980)

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(Training Services, MSC, HMSO, 1981)

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A report prepared by the Institute of Manpower Studies for the NEDC and MSC, 1984

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Adult Learning
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A Framework for the Future: A Sector by Sector Review of Industrial and Commercial Training
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in *Educational Research* Vol. 25 No. 2, June 1983 (pp. 137-143)

BRADLEY, J
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in *Educational Research* Vol. 25 No. 1, February 1983 (pp. 21-27)

BRIDGE, W
'Promoting PICKUP'
in *BACIE Journal* Vol. 10 No. 3, Autumn 1986 (pp. 10-15)

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'The nature, use and acquisition of managenal skills and other abilities'
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'Developing professionalism: staff development as an outcome of curricular development'
in *Programmed Learning and Educational Technology* Vol. 14 No. 4, 1977 (pp. 315-319)

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'Who are the staff developers in UK universities and polytechnics?'
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in *Higher Education Review* Vol. 18 No. 3, Summer 1986 (pp. 27-35)

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in *Bulletin for Educational Research* No. 22, Summer 1981 (pp. 15-22)

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in *Journal of European Industrial Training* Vol. 1 No. 5, 1977 (pp. 27-29)

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in *British Journal of In-Service Education* Vol. 11 No. 3, Spring 1985 (pp. 159-164)

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in *Studies in the Education of Adults* Vol. 18 No. 1 April 1986 (pp. 24-34)

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OBJECTIVES

The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected;

c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish, and to assist in the dissemination and publication of, information about recommendations for and experiments and developments in further education.